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ABSTRACT

This monograph presents practical job retention strategies that are appropriate for use by rehabilitation professionals working with disabled individuals. The first section provides an introduction to assessing and enhancing job retention skills. The second section presents a general description of 12 basic behavior modification terms and techniques. The next six sections are organized around six duties critical for retaining work. Material in these sections provides specific applications of the approaches and strategies defined in the second section to work adjustment problems related to the six work duties. The six duties are (1) accepting the work role; (2) responding satisfactorily to change; (3) being a productive worker; (4) monitoring one's own work and work needs; (5) accepting supervision; and (6) working with coworkers. A sample work personality profile and a list of 51 references are included. (YLB)

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VOCATIONAL EVALUATION AND WORK ADJUSTMENT BULLETIN

SPECIAL EDITION
RICHARD J. BAKER MEMORIAL MONOGRAPH

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The **Vocational Evaluation and Work Adjustment Bulletin** is published quarterly in order to provide practitioners, consumers, and educators with an understanding of information in vocational assessment and therapeutic adjustment services. The **Bulletin** concentrates mostly upon the publication of articles pertaining to critical issues in theory, research, methodology, program innovations, and instrumentation development within the areas of vocational evaluation and work adjustment.

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All manuscripts must be typewritten and double-spaced, with margins of not less than one inch. The title of the manuscript should be at the top of the first page, with the name of the author or authors immediately beneath the title. Four copies of the manuscript and four copies of its abstract (approximately 150 words) should be submitted, along with a brief statement of the author's name and address, organizational affiliation, degrees received, pertinent experience, and general interest in the field of vocational evaluation or adjustment services.

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The author of an article will receive two free copies of the issue in which the article appears.

Behavior Management in Work Settings

JOHN N. MARR

RICHARD T. ROESSLER

Both authors are employed by the Arkansas Research and Training Center in Vocational Rehabilitation at the University of Arkansas-Fayetteville, Arkansas Rehabilitation Services.

From its inception, the state/federal vocational rehabilitation program has stressed the goal of employment of disabled individuals. Employment provides handicapped people with productive and positive social roles that not only enhance their independence but also their participation in society. Over the years many services have evolved to prepare disabled individuals for the work role. Unfortunately, far fewer resources address the problem of job retention. Therefore, this monograph, Behavior Management in Work Settings, presents practical job retention strategies that are appropriate for use by rehabilitation professionals. The monograph discusses behavior modification approaches designed to minimize work adjustment problems and maximize employability skills to improve an individual's chances to keep a job and, we hope, advance on the job over time.

The contents of this monograph were developed under a research and training center grant (G0083C0010/02) from the National Institute of Handicapped Services, Department of Education, Washington, D.C. 20202. However, those contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government.

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We wish to thank Mary Drevdahl, Frank Lewis, and Anita Owen for their assistance in preparing the monograph for publication.

ABSTRACT: *Because it provides strategies for specifying and remediating problematic work related behaviors,* Behavior Management in Work Settings *is an important job maintenance resource for use by rehabilitation professionals. Based on the premise that behavior is influenced by its consequences, each behavior management strategy included has proven to be effective, either in increasing desirable work behaviors or in decreasing undesirable work behaviors. The techniques for changing behavior are relevant to six major work duties. Rehabilitation counselors, work adjustment specialists, educators, and supervisors in production settings can learn to use these techniques to help workers become productive employees who have increased potential for job retention and advancement.*

Assessing and Enhancing Job Retention Skills

Behavior Management in Work Settings is a compendium of behavior modification strategies for eliminating specific work adjustment problems. The monograph is organized around six duties critical for retaining work (Roessler & Bolton, 1983):

1) Accepting the work role: the ability to respond appropriately to basic demands of the work role such as personal hygiene, dress, and self-control.

2) Responding satisfactorily to change: the ability to attend to and follow instructions in the work setting that might require adopting new work techniques or changing from job to job.

3) Being a productive worker: the ability to arrive at work promptly and to produce at appropriate levels of quantity and quality.

4) Monitoring one's own work and work needs: the ability to identify one's own mistakes while working and either correct them or seek help in correcting them.

5) Accepting Supervision: the ability to listen to and accept criticism of one's work.

6) Working with co-workers: the ability to assume a productive role as a team member doing one's share and helping others as needed.

Specific work adjustment problems related to these six work duties can be remediated through the behavior modification strategies presented in the manual.

Each behavior modification technique suitable for increasing desirable behavior or decreasing undesirable behavior is presented as a supervisory response in a work adjustment situation. The following behavior modification strategies to enhance job retention capabilities are demonstrated:

1) Prompting
2) Overcorrection-positive practice (verbal and performance)
3) Self-instruction
4) Confrontation
5) Positive reinforcement
6) Modeling and role playing
7) Time out and response cost
8) Negative practice
9) Overcorrection-restitution
10) Instruction and practice
11) Extinction
12) Behavior inoculation
13) Incentives
14) Feedback
15) Stimulus control
16) Team meeting
17) Discrimination training
18) Fading

An introduction to the principles of behavior modification underlying each of the job retention techniques is provided in the section titled "Behavior Modification and Job Retention." Study of that section will enable the reader to develop a greater understanding of each of the behavior change strategies. Material in subsequent sections provides specific applications of the strategies to work adjustment problems related to the six work duties.

Theoretical Orientation

Operant conditioning, the theoretical orientation of the Monograph, stresses that behavior is affected by its consequences. Behaviors that result in positive consequences are more likely to occur in the future; behaviors resulting in negative consequences are less likely to occur in the future. Selective use of the techniques in the monograph will enable the work adjustment professional to apply this contingency model. For example, some of the strategies are designed to provide positive contingencies or consequences for desirable work behavior, and others, negative contingencies for undesirable work behavior. Systematic application of the techniques, therefore, contributes to the development of certain behaviors and the elimination of others. Behaviors singled out for encouragement or discouragement should shape the individual forward becoming a highly valued employee.

Purpose

The purpose of *Behavior Management in Work Settings* is to provide pragmatic strategies for dealing with problems encountered in retaining a job. Specifically, by using these management strategies,

1) Rehabilitation professionals and/or supervisors can help new employees adjust to the establishment phase of work. The establishment phase of work requires that employees "learn the ropes," e.g., adjust to company policies, supervisory styles, and expectations of co-workers.

2) Supervisors can teach new workers the behaviors of desirable employees, behaviors that will help people advance on the job.

Identification of Work Adjustment Strengths and Weaknesses

In its most basic form, diagnosis of desirable and undesirable work behaviors can be done simply by insolating those behaviors or actions that interfere with the person's capability to meet the demands of the six work duties:

1) Acceptance of the work role
2) Response to change
3) Productivity
4) Self-monitoring
5) Acceptance of supervision
6) Cooperation with co-workers

Problematic behaviors in these six areas should be analyzed in terms of their antecedents, those events preceding the behavior's occurrence; the consequences; the specific work duty affected; and the components of the behavior. Having identified the problem behavior, the work adjustment specialist could review the subsection addressing that problem, selecting the behavior modification technique that appears most suitable for the setting and the problem. Multiple target behaviors and treatment responses could then be incorporated in the work adjustment plan.

Another method for identifying specific work adjustment problems is to use a structured rating form designed for such a purpose. One appropriate measure for problem identification is the Work Personality Profile (WPP). The Work Personality Profile provided the original organizational format for *Behavior Management in Work Settings*, i.e., the six work duties addressed in the Monograph were selected from the dimensions of the Work Personality Profile.

The Work Personality Profile (Roessler & Bolton, 1985) is appropriate for use in vocational adjustment workshops and rehabilitation settings. The WPP can help rehabilitation professionals identify client deficits and strengths in the fundamental work capabilities essential to retention of employment. These fundamental capabilities are expressed in 58 specific work behaviors organized into 11 categories of work performance, e.g., acceptance of work role, ability to profit from instruction and correction, work persistence, work tolerance, amount of supervision required, extent trainee seeks assistance from supervisor, degree of comfort or anxiety with supervisor, appropriateness of personal relations with supervisor, teamwork, ability to socialize with co-workers, and social communication skills.

By using the WPP, the work adjustment specialist can identify specific behavioral problems related to the 11 work dimensions. Because these WPP dimensions correspond closely to the six work duties in the Monograph, the work adjustment specialist can use the Monograph's behavior modification techniques to remediate problems identified with the WPP.

The WPP should be completed after the client has been observed in the vocational evaluation or work setting for approximately 20 to 30 hours. This amount of time usually ensures adequate opportunity for careful observation and planned interaction with the client. Based on these observations, the work adjustment specialist can identify specific problems to address with strategies in the Monograph. A copy of the WPP is provided in the Appendix.

Applications

Behavior Management in Work Settings is appropriate for a number of uses. For example, it represents a concrete approach to post-employment counseling that could be offered by rehabilitation counselors after clients have completed the restoration and training phases of their rehabilitation programs. Strategies in the Monograph could be used to remediate specific behavioral problems that have occurred on the job during the trial employment period or after placement during the post-employment phase. Rehabilitation counselors could also train supervisors in industry to use these techniques to respond appropriately to work related behavior problems of rehabilitation clients, thus giving supervisors a means for dealing with problems before they result in termination of the new worker.

The Monograph is also highly appropriate for other settings such as sheltered workshops, rehabilitation facilities, schools, correctional programs, and job training programs. In workshops and rehabilitation facilities, the Monograph provides treatment alternatives that could be incorporated into individualized habilitation or rehabilitation plans. After an observational period, staff could identify specific work adjustment objectives using the WPP and strategies for reaching those objectives from the Monograph. This information could be combined in a plan that would structure one important phase of a person's work adjustment program. These strategies as well as any new ones needed could be continued in vocational training settings if necessary.

Behavior Management in Work Settings is also a valuable resource for providing supported employment services in transitional programs for handicapped youth moving from school to work. The behavioral problems affecting job retention outlined in the Monograph are exactly those problems needing remediation in supported employment efforts. By using the WPP and the behavior modification techniques in the Monograph, the rehabilitation professional would have a structured instrument and set of responses to identify and remediate on-the-job problems.

In conclusion, the Monograph has uses in any program attempting to develop positive work behaviors. Special education, cooperative education, vocational

education, and JTPA programs are but a few of the other settings in which *Behavior Management in Work Settings* could be used.

Use

The Monograph is designed to be used in the following manner:

1) If unfamiliar with basic behavior modification techniques, the reader should first study "Behavior Modification and Job Retention";
2) Work adjustment problems that have been identified using the WPP or another diagnostic approach can then be related to one of the six work duties.
3) The reader reviews the work task sections in each section to identify the work behavior that corresponds most closely with the observed problem;
4) The reader then studies the various behavior management strategies and selects the one or ones most appropriate for the individual, the specific problem, and the setting in which the problem is occurring. A twofold strategy may be suggested, e.g. use of one technique to enhance a desirable behavior and another to eliminate an undesirable behavior.

Summary

Because it provides strategies for specifying and remediating problematic work related behaviors, *Behavior Management in Work Settings* is an important job maintenance resource for use by rehabilitation professionals. Based on the premise that behavior is influenced by its consequences, each behavior management strategy included has proven to be effective either in increasing desirable work behaviors or in decreasing undesirable work behaviors. The techniques for changing behavior are relevant to six major work duties. Rehabilitation counselors, work adjustment specialists, educators, and supervisors in productive settings can learn to use these techniques to help workers become productive employees who have increased potential for job retention and advancement.

To access material in the Monograph, the reader may use either the Table of Contents or the following detailed outline:

Accepting the work role

1. Maintain satisfactory personal hygiene habits
   a. Prompting
   b. Contingency interventions
      1. Overcorrection
      2. Other selected strategies
2. Dress appropriately
   a. Confrontation
   b. Contingencies
3. Control temper
   a. On the job contingency
   b. Preventive strategies by the rehabilitation counselor
      1. Rationale for change
      2. Assessment of anger-producing situations
      3. Assertiveness response training
      4. Self-instructional training
      5. Role play and follow-up
4. Obey rules and regulations
   a. Overcorrection-positive practice-performance
5. Avoid horseplay and practical jokes
   a. Time-out and response costs
   b. Negative practice
   c. Overcorrection-restitution
6. Avoid obscenities and vulgarities
   a. Instruction behavior
   b. Negative practice

Responding satisfactorily to change

1. Attend instruction
   a. Instructions in verification that message is understood
   b. Teaching to attend through notes
2. Accept new assignments or instructions without arguments
   a. Extinction
   b. Confrontation
   c. Prompting
   d. Negative practice
3. Change work methods when instructed to do so
   a. Lack of knowledge
   b. Overcorrection-positive practice: description and performance
   c. Overcorrection-positive practice: undoing and redoing
4. Transfer previously learned skills to new assignment
   a. Skill analysis
   b. Prompting
5. Continue to work despite changes in environment
   a. Prompting with instructions
   b. Behavior inoculation
6. Move from job to job easily
   a. Prompting
   b. Practice

Being a productive worker

1. Arrive at work and return from breaks on time
   a. Modeling
   b. Incentives
   c. Response cost
   d. Prompting and instruction
2. Begin work without prompting
   a. Systematic reinforcement and ignoring
   b. Overcorrection positive practice
   c. Response cost

3. Work steadily during work period
   a. Reinforcement and practice
   b. Feedback
4. Continue work until work period ends
   a. Prompting and reinforcement
   b. Stimulus control
   c. Response cost
5. Produce sufficient quantity of work
   a. Incentives
   b. Modeling
   c. Feedback
6. Produce sufficient quality of work
   a. Prompting and reinforcement
   b. Changing the antecedents
   c. Negative contingencies

Monitoring one's own work and work needs

1. Identify own mistakes
   a. Team meeting
   b. Discrimination training
   c. Feedback and positive reinforcement
2. Initiate action to correct mistakes
   a. Incentive plan
   b. Response cost
3. Seek help or information when necessary
   a. Practice in seeking help
   b. Systematic reinforcement and ignoring
   c. Overcorrection-education

Accepting supervision

1. Stay on task with supervisor present
   a. Extinction
   b. Reinforcement and fading
2. Accept criticism of work
   a. Reinforcement and fading
   b. Instruction and practice
3. Change work behavior consistent with criticism
   a. Modified point economy
   b. Negative practice
4. Interfere with the supervision of others
   a. Practice with reinforcement
   b. Self-instruction training
   c. Extinction, prompting and education
5. Report relevant information to supervisor
   a. Prompting with positive reinforcement
   b. Extinction
   c. Negative practice

Working with co-workers

1. Work at assigned position in a group task
   a. Modeling
   b. Fading
2. Perform equal share of work load
   a. Modeling and reinforcement
   b. Confrontation and work isolation
3. Support and assist other workers when necessary
   a. Prompting with reinforcement
   b. Overcorrection-positive practice
4. Respond appropriately to co-workers' teasing, harassment, or criticism
5. Restrict socialization to appropriate times and places
   a. Prompting
   b. Negative practice
   c. Response cost

Behavior Modification and Job Retention

An understanding of several basic behavior modification terms and techniques is essential for the proper use of this monograph. These concepts include:

1. Positive reinforcement
2. Shaping
3. Fading
4. Chaining
5. Modeling
6. Schedules of reinforcement
7. Token economy
8. Extinction
9. Time-out
10. Negative practice
11. Overcorrection
    a. Restitution
    b. Positive practice
12. Self-instruction training

This section provides a general description of the 12 techniques or terms; the sections that follow apply these approaches in specific work adjustment situations. Readers unfamiliar with the techniques in general should first study the material in this section.

Positive Reinforcement

Positive reinforcement in any event which takes place immediately following the target behavior and results in an increase in the probability of that behavior recurring. The reinforcement may be an object, an activity, or approval from a person respected by the worker. Objects include money, tokens, food, drinks, and awards. Activities include assignment to a better work station, permission to leave work early, and even an opportunity to talk with the supervisor about things other than work. Praise from the supervisor is the easiest reinforcer to deliver.

Although most appreciate the worker's need for reinforcement, some supervisors are better than others at recognizing differences among their workers in terms of reinforcer preferences. Some individuals prefer a slap on the back accompanied by the words, "Great job". Others are embarrassed by such open praise but are reinforced by less conspicuous recognition such as brief comment from the supervisor, e.g., "Keep up the good work."

Answers to the following questions help identify potential reinforcers for employees:

(1) What does the individual like to talk about?
(2) What are the person's hobbies?
(3) Who are the workers with whom the individual likes to work?
(4) What activities does the person participate in during work breaks and at lunch time?
(5) What would the worker like to receive as a small present?
(6) What would the worker buy with an extra $5 or $10 a week?
(7) What would the individual hate to lose?
(8) What would the individual like to have, to do, or to hear?

Whether an object, activity, or verbal praise, reinforcement must be delivered immediately after the appropriate behavior. Delayed reinforcement is far less effective than immediate reinforcement. In addition, individuals must understand why they are receiving the reinforcement. For example, if a worker who is talking to a co-worker and cleaning a tool receives a nod from the supervisor, the worker may not know that the supervisor's recognition is for cleaning the tool. Instead the worker may increase her talking to co-workers in the future. The supervisor should be specific when reinforcing the individual, "Virginia, that is great the way you clean your tools at the end of each work day."

Extinction

Extinction is the procedure used to decrease inappropriate behaviors by removing all reinforcement following the behavior. Thus, an individual may display some inappropriate behavior on the job as a result of reinforcement such as attention. Under the extinction procedure, the worker would no longer receive any attention for demonstration of the inappropriate behavior.

Shaping

Shaping is the procedure of presenting positive reinforcement immediately after an approximation of the target behavior. At first, positive reinforcement is given to any behavior bearing a resemblance to the desired behavior. Once that response is occurring frequently, a closer approximation of the desired behavior is reinforced. Reinforcing successive approximations continues until the only behavior that is reinforced is the target behavior. Thus, for an individual who never makes eye contact, the supervisor would first reinforce the individual's looking in the supervisor's general direction when the supervisor is talking to him. Next, the supervisor reinforces the individual only when his gaze is in the direction of the supervisor's face. When that behavior regularly occurs, the person is reinforced for gazing at any part of the supervisor's face. Finally, the supervisor reinforces the worker for direct eye contact. Hence, reinforcing the person's successive approximations of eye contact finally results in the person looking at the eyes of the person who is speaking.

Fading

Fading means gradually presenting more of some stimulus that must be present when the behavior occurs or gradually removing a stimulus needed to initiate a behavior but impractical to maintain over time. The former is referred to as **fading in** a stimulus and the latter, as **fading out** a stimulus. Thus, for the employee who can not work alongside other employees, the supervisor starts the individual working ten feet from another worker. When the individual continues working in the presence of the other employee, the supervisor reinforces her. Next, the supervisor moves the worker within eight feet of the other's work station and reinforces the person's appropriate behavior. After a series of being moved closer to the other worker and of being reinforced by the supervisor, the worker copes well with working alongside another employee. Other workers could be **faded in** until the individual is able to work in a group situation without decreasing her productivity.

One example of fading out a controlling stimulus would involve an individual who is unable to operate equipment without reviewing written step by step instructions. Initially, explicit instructions would be printed on a card easily seen by the employee. When the individual successfully operates the machinery, the supervisor would reduce the number of steps described on the card. As soon as the worker maintains appropriate work behavior in the presence of the reduced information, the card would be removed or reduced further in terms of explicit instructions.

Chaining

Chaining requires dividing a work task into separate and sequential behavioral steps and then teaching the steps one at a time in sequence. In forward chaining, the worker is taught the first behavioral step and all subsequent steps in order until the task is completed. The person is taught, and reinforced for carrying out, the first two steps, then steps 1, 2, and 3, then steps 1, 2, 3, and 4, etc. Teaching and reinforcement continue until the individual can carry out all steps in sequence without an error.

In backward chaining, the individual watches the instructor complete the steps in the task, and then she is taught to do the last step. Next, after observing the instructor do all but the last two steps, the person completes these two steps herself. This process continues, e.g., the individual is taught the last three steps, then the last four, etc. until the person follows the behavioral steps in sequence without error. Thus, if using forward chaining to teach people to change the oil in a car, instructors would first place the oil collector can underneath the car, select the proper wrench, demonstrate how to remove the oil plug with the wrench, etc. for individuals having difficulty in learning and remembering steps, the first three steps would be repeated before further ones were taught.

To teach the same job through backward chaining, instructors would first demonstrate where to throw the empty oil cans after the oil had been poured into the motor. Next the trainee would pour the last can of oil into the filler tube after watching the instructor pour the first two or three cans. The trainee would next be taught how to pour all the cans of oil into an empty engine and then throw the empty cans away. Next she would be taught how to put the oil drain plug into the engine before filling the engine with oil and throwing the cans away. Backward chaining would continue until the person learned the entire sequence of steps for changing the oil.

Modeling

Modeling is the procedure of having the client learn by first observing another person do the task and receive reinforcement. The instructor or a high status employee would be appropriate models. The modeling sequence should clearly show the model being reinforced when the task is correctly completed. Thus, modeling includes demonstration and reinforcement.

Four factors critical to structuring a successful modeling program were described by Bandurs (1977):

1. **Attention.** The worker should be told what he should look at and listen to in order to learn what is being modeled. If this is not done, the observer may be watching the scrap material fall out of the machine instead of noticing where the model places hands for safety purposes.
2. **Retention.** Individuals will better learn and remember what is observed if they are given familiar names for what they are seeing. They will remember the steps better if the steps are labeled using familiar terms and if they are described in proper sequence before they are modeled. It also helps if the observer is asked to repeat step names before he sees the demonstration. Before starting each step, the model must state the step's name and sequence number, e.g., this is the first step, sanding the edges. Finally, the instructor should ask the observer to repeat the name and sequence number of each completed step.
3. **Motoric reproduction.** Overt practice of what the observer has seen and remembered is necessary if the person is to learn that he can do the steps modeled. The observer should practice the steps in sequence, naming them if necessary, until he masters the task.
4. **Motivation.** Although they may know how to do something, people will often not do it unless they expect some payoff for their efforts. Therefore, during the modeling procedure, the observer must see the model receive praise for work performed. Reinforcement of the model creates an expectation for similar outcomes in the observer. The instructor

must also emphasize the relevance of what is being modeled to the employee's job so that the observer clearly understands the connection between the steps modeled and an improved capability to do the task properly which results in greater rewards for for the employee.

If no structure is provided, new employees will choose their own model. Unfortunately, they may imitate the worst worker if that individual happens to be friendly. Other employees who are effective workers may be poor models because they complete the task without allowing the trainee to participate. Hence, experienced workers should be carefully selected for the modeling. They must demonstrate proper tool care, task performance steps, tool clean-up, and appropriate work break behavior. They must encourage the learner to try the steps and reinforce him for improvements.

Schedules of Reinforcement

Schedules of reinforcement refer to patterns in which reinforcement is not given each time the response is made. Selection of a schedule is important because research indicates that most behaviors performed daily are only reinforced occasionally. Moreover, behaviors receiving reinforcement only some of the time tend to persist longer when reinforcement is withdrawn, i.e., take longer to extinguish. It should, therefore, be noted that, if an extinction procedure is used to decrease a behavior's frequency, the staff must never reinforce the behavior when it occurs. Even an occasional reinforcement of an inappropriate behavior will result in it persisting for a much longer period of time.

Different intermittent reinforcement schedules produce different patterns of behavior. There are four basic types: the fixed ratio, the variable ratio, the fixed interval, and the variable interval schedules of reinforcement. A fixed ratio schedule requires that a specific number of behaviors occur before the reinforcement is given. Thus, a fixed ratio of four means that the individual must do something four times before reinforcement is given. Rather than resulting in reinforcement after a fixed number of occurrences of a behavior, a variable ratio schedule refers to the fact that reinforcement is given on a specified average number of times. Thus, the reinforcement on a VR4 schedule is given the first time the individual makes the response, then after seven more responses, three more responses, and then, possibly, after five responses. In this example, the average number of responses prior to reinforcement is four.

In a fixed interval schedule, reinforcement occurs after an exact amount of time has passed since the individual has made a response and received reinforcement for it. Thus, an FI60 means that the individual receives reinforcement for the first time she shows the behavior after 60 minutes have elapsed.

With an FI schedule, behavior occurs slowly at the beginning of the interval and then very rapidly at the end of the interval. A VI60 schedule would mean that the individual is receiving reinforcement on the average of every 60 minutes. Steady rates of production would be produced by either VR or VI schedules.

Token Economy

In a token economy, individuals receive tokens for demonstration of specific target behaviors. These tokens are redeemable for reinforcing objects or activities. There usually are up to 5 target behaviors for which the individual can receive tokens. The tokens are given immediately when the individual shows any of those behaviors. Posted in a prominent place, a reinforcement menu displays the cost in tokens of each of the desirable objects or activities. If the individual agrees, the tokens can purchase some group activity such as a party or a picnic that everyone in the work crew would enjoy. This group reinforcement technique enhances the individual's popularity and increases the encouragement from fellow workers to demonstrate the target behaviors. For a description of complex token economies and rules for operating a simpler one, see Petrak (1971), Sulzer-Azaroff and Mayer (1977), and Schoeffer and Martin (1969).

Response cost is a procedure within the token economy by which individuals pay for inappropriate behaviors. Listed on the reinforcement menu in terms of token cost, these items constitute a wide range of inappropriate behaviors on the job, e.g., swearing at the supervisor, fighting with co-workers, or returning late from job breaks.

Time-out

Time-out decreases inappropriate behavior by removing the individual from an activity or a situation in which she wants to remain or by removing the reinforcing activity from the individual. If the person does not want to be in the situation in the first place, she will not respond to the time-out procedure by changing her behavior. Typically, time-out should be for relatively short periods of time such as ten or fifteen minutes. Durations longer than 30 minutes are no more effective than are shorter durations. It is the consistency of the consequence that is effective, not the duration of the time-out.

Negative Practice

Negative practice can be used instead of time-out when an individual displays an inappropriate behavior. The person is instructed to repeat the inappropriate remark or activity a number of times as an immediate consequence for its performance. Thus, if the worker cursed the supervisor, he is instructed to continue the cursing and to increase its intensity until all the cursing is "out of his system". Negative practice is carried out for three to five minutes. Again the consistency of the consequence, not its duration, results in the decrease of

inappropriate behavior.

After completing the negative practice period, the worker is told by the supervisor in a neutral tone of voice that the next time he demonstrates the inappropriate behavior he will have another opportunity to practice it for a period of five minutes. Following the negative practice procedure, the supervisor should reinforce the individual for some type of appropriate behavior.

Overcorrection

Overcorrection restitution

This is the consequence for any behavior that results in damaging or dirtying the environment or oneself. The individual is instructed to correct the problem through approximately seven to ten minutes of cleaning. At the end of the cleaning period, the supervisor explains that the worker will repeat the cleaning every time the mess is created. Typically, the individual is required to restore the affected area to a standard exceeding its usual level of cleanliness. If the work takes longer than seven to ten minutes, the individual is assigned multiple seven to ten minute periods and is reminded of the reason for the restitution before each time period. Upon completion of the overcorrection restitution procedure, the supervisor tells the individual that any further unacceptable actions will be followed be restitution. Shortly thereafter, the individual should be given positive reinforcement for appropriate behaviors.

Overcorrection positive practice

This technique teaches the person the correct behavior as a consequence of demonstrating inappropriate behavior. Thus, if a worker takes a short cut across a danger area marked by red safety lines on the floor, the supervisor requires the person to practice walking around the area a number of times. The individual does not demonstrate the appropriate behavior just once as a consequence of inappropriate behavior but a number of times. After no longer than five to seven minutes of positive practice, the worker is told that the next time she shows the inappropriate behavior she will have another opportunity to practice appropriate safety behavior. Shortly after the positive practice procedure, the supervisor should reinforce the individual for some appropriate behavior.

Self-instructional Training

Self-instructional training is a self-control procedure in which people change their own behavior through covert instructions. The self-instructional trainer first describes the situation in which the individual has behaved appropriately. Then the instructor describes the situation and reviews a set of questions and answers, e.g., "What is the first thing you should ask yourself?" Without waiting for the employee's response, the instructor answers the question. Then the instructor says, "What should you do next?" Again the instructor supplies the answer immediately. Next the instructor asks, "Is that a good thing to do?", and answers, "Yes, that is a good thing to do because..." (the instructor explains why it is a good thing to do in terms of positive self-reinforcement).

In the second phase of the self-instructional training, the instructor describes the situation, asks the first question, but requires the individual to answer. A similar procedure is used with the second and third questions with the third question resulting in the self-reinforcing statement from the employee. If the worker makes a mistake, he must begin again. The instructor starts over by redescribing the situation and asking the first question. When the individual can make all of the correct responses, the instructor redescribes the situation and asks the person to repeat the questions and the answers aloud, a procedure that continues until the employee can ask all of the questions and give all the appropriate responses. At that point, the worker repeats the whole sequence in a whisper. Having mastered that, the worker goes through the questions and answers silently without moving his lips. The instructor reinforces the individual and urges him to practice the responses learned through self-instructional training. Generalization is more likely to occur if several different situations are presented in a number of self-instructional sessions.

Summary

The preceding general descriptions provide the reader with an orientation to behavior modification techniques applicable in work settings. The information to follow illustrates the use of these strategies in increasing or decreasing work-related behaviors related to six central work duties.

Accepting the Work Role

To assume the work role, the individual must respond positively to a number of specific situational demands. In some cases, these demands are peculiar to the work setting. In other cases, they are no different than the expectations in other types of social situations. Failure to follow some of these rules in social situations may cause someone to lose friends, failure to follow these rules on the job may result in termination. The following important tasks comprise the work duty, "accepting the work role":

1. Maintain satisfactory personal hygiene habits
2. Dress appropriately
3. Control temper
4. Obey rules and regulations
5. Avoid horseplay and practical jokes
6. Avoid obscentities and vulgarities

Maintain Satisfactory Personal Hygiene Habits

Parents typically teach and require children to bathe, brush their teeth, and comb their hair. However, some families do not establish these personal hygiene habits. In other cases, persons who have learned these personal care habits as children may discontinue them because of carelessness or depression, a condition symptomatic of personal problems which may require professional help. The behavioral programs to follow are directed at each of these reasons for personal hygiene problems.

Prompting

Several studies have demonstrated that prompting is an effective intervention for a number of vocationally related behaviors (Johnson & Cuvo, 1981, Wacker & Berg, 1983). Using one approach to prompting, the supervisor (S.) call the individual into a private office and begins with a presentation about the employee's positive work behavior, i.e., "John, you are a good worker because you ---" or "Sue, you are dependable because you---". In each case, S. is specific about work tasks that the employee does well (See other work tasks in this manual to identify a worker's positive behaviors).

Next, S. specifically tells the worker that there is one thing the person needs to improve, i.e., breath odor, body odor, dirty face, uncombed hair, etc. S. then asks if there is some reason why the person comes to work this way. If there is an emotional reason for the personal hygiene problem, the worker will usually show it or say so. Personal counseling and support for resulting changes may be required.

S. should provide a rationale for change based upon the person's health considerations, effect upon other workers or the supervisor, and impressions on visitors. Should the worker protest or act resentful, S. should not argue, but rather describe again those work behaviors the worker does well and restate the need for maintenance of satisfactory personal hygiene habits. S. should end the session by informing the worker that he is expected to change and that S. will monitor his progress. Improvements in these target behaviors must be sincerely and discretely positively reinforced by the supervisor.

Contingency Interventions

Because it is easier not to bathe, brush teeth, or comb hair, the person who arrives at work without performing those behaviors must learn that there are tedious and troublesome consequences for such carelessness. Now, instead of 0 level of the target behavior having 0 consequences, 0 level of the target behavior has X consequences. The following strategies may be useful:

(1) Overcorrection - positive practice (see Marholin, Luiselli, & Townsend, 1980, for a review). "John, you have come to work again with a dirty face (bad breath, body odor). You are not ready to work until you have ---. You must go to the wash room and clean up before you can work."

When the person returns, S. says, "Good. To make sure that you know how to do it in the morning before you come to work, I want you to go practice it one more time." When the person returns, S. says, "Good. The next time you come to work that way, we will have you practice it some more until you have it right" (See rules for use of overcorrection/positive practice in Behavior Modification and Job Retention).

(2) Other procedures which might be used are self-instructional training (Meichenbaum, 1977), response cost (Winkler, 1970), time out from preferred work station (dirty job) (Kazdin, 1975, p. 155), and behavioral contracting (Homme, Csanyi, Gonzales, Rechs, 1969) (See Behavior Modification and Job Retention for specific information on those procedures).

All improvements in target behaviors should be positively reinforced at the time they occur. Reinforcement should be thinned (decreased) slowly until the appropriate behaviors are habits, and any return to inappropriate personal hygiene behaviors should have immediate consequences.

Dress appropriately for work

When starting a new job, the person must learn what to wear and how to wear it. Typically, the employer tells the individual what the clothing requirements are when the person is hired. The new worker is then responsible for obtaining the proper clothes and maintaining them in proper repair. Although most individuals have learned how to maintain their clothes, some have never done it for themselves. Occasionally, workers who wear dirty clothes to work may simply have to be told to take their

clothes to a launderomat.

Another type of clothing problem occurs due to the value system of the worker. This person selects clothing to express a particular life style, i.e., beads or shirt tails that could become entangled in machinery, sneakers that will not protect toes from injury, or low cut dresses or bare midriffs resulting in sexual overtures from other workers. Improper dress habits for work resulting from a lack of knowledge or skills may be dealt with by confrontation first, followed by contingencies if necessary.

Confrontation

S. first calls the worker into a private office. As described in the prompting section, S. reviews the worker's positive work habits and then the dress code required by the job. S. tells the person specifically how the worker's dress is not meeting those requirements. If the violation concerns cleanliness or disrepair of clothing, S. should determine whether the person knows how to maintain the clothes in a proper state. If lacking knowledge, the person should be directed to family or staff members who can arrange for the person to be taught.

If it is a case of clothing representing the person's life-style, the worker is told that the present clothing style or method of wearing the clothes is not the style or method required on the job. S. then states that inappropriate dress will not be tolerated and that any future clothing incident will result in a consequence which is described explicitly. S. ends the confrontation session by restating the worker's appropriate work behaviors and by stressing that S. has confidence in the worker's willingness and ability to dress appropriately in the future. Appropriate dress behaviors should be sincerely positively reinforced in a discrete manner by S. (Cuvo, Jabobi, & Sipko, 1981).

Contingencies

If the worker continues to dress inappropriately for work, the supervisor should notify the rehabilitation counselor to assist or carry out the intervention. The more immediate the consequences, the more likely the dress behavior will change. The contingencies are listed below according to immediacy and type of dress problem, e.g., dirty, wrinkled, or torn clothes and inappropriate style of clothes.

S. should tell the worker in a neutral tone of voice: "Your clothes are dirty, torn, wrinkled, or the wrong style. People are not allowed to work here in clothes in that condition or style. You must go home and change clothes before you will be allowed to work. You do not earn any pay when you are not working." When the person returns in appropriate clothing, he should be complimented and then told that the next time he reports to work in inappropriate clothes he will again be sent home to change before being allowed to work. S. should then send the person to his work station. Appropriate dress should be positively reinforced on succeeding days.

Other significant persons might be involved in helping with the dress problem. For example, for individuals with intellectual limitations, the counselor (C) may need to prompt the person, or teach the family to prompt the person, by reminding the individual in the evening to prepare his clothes for the next day's work. C. might also give self-instructional training (SIT) to individuals who are retarded (Burgio, Whitman, & Johnson, 1980). This would consist of the following:

1. Describing the situation of taking off dirty, wrinkled, or torn clothes at home,
2. Asking the person to repeat what should be done,
3. Teaching the person to say, "I must wash (mend or press) the clothes",
4. Asking the person again to say how he is going to do it, and
5. Teaching the person to praise himself for doing it.

This is repeated until the individual uses self-instructions on his own initiative. For a more complete description of SIT, see Behavior Modification and Work Retention.

When clothes are worn in an inappropriate manner such as shirt tail out, shirt not buttoned, or skirt not zipped, an overcorrection positive practice procedure is recommended as the most effective behavior change strategy (Azrin & Besalel, 1980). S. calls the person to a place of privacy, telling the person in specific terms what is inappropriate about the manner of dress, and then says, "To make sure you know how to do it, show me how you should do it". When the person does it, say "Good. Show me again, I want to make sure you get practice in doing it the proper way." This should be repeated about five times and then terminated with the statement "Fine. The next time you leave your shirt unbuttoned, I will have you practice it some more." If it occurs again, the practice is repeated for about eight times. No session should last longer than ten minutes. However, research reported by Ollendick and Matson (1978) has shown that in severe cases, overcorrection positive practice can be increased for longer durations with successful outcomes.

Control Temper

People who easily anger are likely to glare at others, pound tables or desks, throw objects, scream at others, or strike others. Each of these behaviors disrupts the work place and therefore, cannot be tolerated.

First, the individual must be given the rationale for change and then told the consequences of any future aggressive behavior. Next the rehabilitation counselor

should be notified and the contingency for displays of temper should be initiated.

On the job site contingency

The first time the individual displays inappropriate, angry behavior after the warning, he should be sent to a quiet place for 15 minutes "to cool off" (Drabman & Spitalnik, 1973). At the end of the cooling off period, the worker should be informed of the consequences of the next disruptive behavior. If another 15 minute cooling off period is necessary, his pay will be docked for the amount of time lost. If the person complains, argues, or blames personal behavior on somebody else, S. should not argue but repeat the consequences for the inappropriate behavior and send the person back to the work station.

Preventive strategy by the rehabilitation counselor

Often individuals outside of the job setting can help workers learn to control their tempers. For example, C. can introduce the worker to strategies designed to result in more appropriate expressions of anger. To prepare the person to inhibit displays of temper on the job site, C. should give the individual a rationale for change, identify the situations that produce the behavior, give self-instructional training to the person using those situations, and develop an assertive response to replace inappropriate anger responses.

(1) Rationale for change. "Aggressive behaviors and words cause problems in work and non-work settings. Persons who fight, scream, and throw things when they are angry will lose their jobs if the behaviors occur at work. Fighting in non-work situations can result in not being able to show up for work because of physical damage received or as a result of being arrested. Furthermore, others do not like to work with, live with, or even be with persons who are frequently insulting, arguing, hitting, etc." (Marr & Means, 1980, p. 42).

(2) Assessment of anger-producing situations. For persons to inhibit their inappropriate private displays of anger, they must be able to identify the antecedents of anger, i.e., when, where, who, and what. For example, they may only throw tantrums when teased, or they may only scream and curse when someone enters their work space or uses their equipment or tools. This assessment allows C. to restate the rationale for not overreacting to the antecedents and to teach the individuals how to react in an appropriate manner (see next section).

(3) Assertiveness response. The person should be aided in developing an alternative response to anger. Because the anger is real, it should often be expressed verbally, but not by striking, throwing, or screaming. Thus, a person should be taught and reinforced for saying, "That makes me angry," to herself or to the person who provokes the anger. The worker should be taught what to say or do that would be acceptable, i.e., "I would appreciate it if you would ask me before borrowing my tools."

(4) Self-instructional Training (SIT). To use SIT, the situations causing the person's anger are identified during an assessment (Lewis, Marr, Grannemann, & Beck, 1984). The situation which most frequently produces the inappropriate behavior is described. To model SIT for the person, C. then says, "What should I do? I should say how I feel and ask for help, ask the other person not to say offending things, or simply overlook the disturbance. Is that a good thing to do? Yes, because I am controlling my temper and people will like me better." These statements are repeated until the person can say them silently.

(5) Role play and follow-up. C. should then present a variety of situations, ask the worker to use the self-instructional training skills and assertiveness responses, and reinforce the person for appropriate behaviors. Each training session should end with an expression of expectation that the person will use the skills in work and non-work situations.

C. should occasionally call the worker, inquire about use of the skills, and reinforce positive instances of use. A telephone call to the supervisor to prompt occasional reinforcement on the job will increase the likelihood of the assertiveness response continuing as a habit.

Obey Rules and Regulations

Some workers may not obey rules and regulations because they do not know about them. Other workers may disobey them because it is easier to work without following the rules that were taught to them, e.g., not wearing safety goggles while working at a machine. When a person first starts a job, he usually receives all the rules of the employment setting at one time. Hence, some of the rules will probably be forgotten, requiring the supervisor or co-workers to repeat them as the individual learns the job. The techniques that follow deal with forgetting regulations and knowingly ignoring them.

Overcorrection-positive practice-verbal

When the person is observed breaking a rule, S. approaches and states the rule clearly. S. then asks the worker to repeat the rule. S. tells the worker that the next time the rule is broken, the worker will be required to repeat the rule a number of times until he has it correct. For example, when the worker is not wearing safety goggles, S. approaches and states, "When you are working on this machine, you must wear safety goggles because (the rationale is given)." S. continues, "Now you tell me the rule". The worker repeats the rule and then S. says, "The next time, you will be required to repeat the rule a number of times so that I can make sure you haven't forgotten it.

In a variation of this procedure, the worker can read aloud the rule that is written on the machine or on the wall in the employment setting. When a worker finishes reading the rule, the supervisor asks him to read it one

more time, and then says, "The next time you are observed not following that rule, I will have you repeat it a number of times."

Overcorrection-positive practice-performance

If the worker persists in not following the rule, even though he has had to repeat it or read it a number of times, S. should instruct the worker to perform the act a number of times. To correct a person who fails to walk around red lines that are marked on the floor to keep workers away from dangerous machines, S. should state the rule to the individual, explain the rationale, and have the worker demonstrate walking across the shop while avoiding the red lines. S. should have the worker repeat the act a number of times. S. then says to the worker that he will be given more practice in properly walking across the shop without crossing the red lines whenever he is seen walking across a red line rather than around it.

Complex acts not being performed properly, such as cleaning up one's work area at the end of the working day, may be treated in a similar manner. The worker should be asked to repeat the rule or read the rule and then immediately to clean the work area in a manner beyond that normally expected. For example, instead of just sweeping the floor and cleaning off the workbench, the individual would be required to brush out the corners and possibly wash off the workbench. At the conclusion of the act, S. would say, "The next time you fail to properly clean up your area I will again have you sweep, brush, and wash it."

Avoiding horseplay and practical jokes

In a work setting, some individuals will exhibit behavior that could cause injuries or bad feelings among workers. Persons who play such practical jokes are seeking attention or stimulation to relieve boredom on the job. There are three effective treatments for problems of this type.

Time-out and response costs

When observing someone indulging in horseplay, S. immediately tells the person exactly what she is doing and why it was inappropriate. Next, S. says that, because of the inappropriate behavior, the individual is to go to a designated place and take a 15 minute time-out from work. The person is also instructed that these 15 minutes will be recorded. When the individual has used a total of 1 hour of these 15 minute periods, 1 hour's pay will be deducted from her salary. At the end of the 15 minute period, the supervisor tells the individual to return to the work station, again reminding the work that the 15 minutes have been recorded. If there are other incidents of horseplay, the procedure will be repeated.

The time-out period is kept short because research has found that it is the consistency of this contingency and not the duration that makes it effective in suppressing inappropriate behaviors (Barstow & Bailey, 1969; White, Neilson, & Johnson, 1972). The first instance of time-out for that type of behavior is usually enough, and the pay penalty should not occur unless the time-out procedure must be used a total of four times.

Negative practice

Negative practice is also an effective procedure for decreasing inappropriate behavior such as horseplay and practical jokes (Spiegler, 1983, p. 156). It consists of sending the individual to another area of the room to repeat the inappropriate behavior a number of times "to get it out of her system". The procedure should be carried out so that it lasts no more than 10-15 minutes. After finishing the repetitions (negative practice), the person should be informed that the next time she engages in practical joking she will practice the joke a number of times.

Overcorrection-restitution

This procedure consists of having the individual correct for the result of horseplay or a practical joke (Foxx & Azrin, 1972). S. begins by specifically describing the inappropriate behavior to the worker. Then the individual is told to "correct" the mess created by cleaning up, sweeping up, picking up, or washing the affected part of the work environment. It should take the individual approximately 10-15 minutes to correct for the inappropriate behavior. After the worker completes the cleanup, S. should restate the act and the consequences to expect if the worker demonstrates the inappropriate behavior again.

For maximum effectiveness, overcorrection-restitution procedures must be used immediately and consistently after occurrence of the inappropriate behavior. Because workers play practical jokes and exhibit horseplay behavior to gain attention, these treatment procedures may cause a temporary increase in the horseplay; however, this inappropriate behavior decreases rapidly if the consequences are consistently applied. It is important that sincere positive reinforcement be given to individuals when they decrease their inappropriate behaviors.

Avoiding obscenities and vulgarities

If the person is cursing at others or at objects or tasks in the work environment, the interventions described for controlling temper should be considered (see work task above). If the obscenities are to gain attention, one of the interventions described below should be used. However, S. must first confront the individual with the fact that obscene and vulgar statements in the work place are inappropriate. S. should also give the rationale as to why verbal statements of this type are inappropriate.

Instruction behavior

Because they are deficient in appropriate ways of gaining attention, many individuals use obscene and vulgar language. S., therefore, should consider referring the individual to the counselor for instruction

on socially acceptable ways of interacting with others (see Fredriksen, Jenkins, Foy, & Eisler, 1976). The counselor should also discuss the short and long term impact of obscene and vulgar language on relationships with others. One method successfully used in teaching alternative verbal language is to assign readings in books or pamphlets that describe how to win friends in social and employment settings (Monti, Fink, Norman, Curran, Hayes & Cadwell, 1979). These reading assignments can be topics of discussion in later sessions. The individual can also be given assignments to try out discussing interesting events in his life with individuals at work. If the individual is given reinforcement for carrying out these assignments and discovers that he can talk in an appropriate fashion with others and get their attention, the obscene and vulger talk will be more likely to decrease. Time permitting, the counselor might initiate conversation skill training with the individual (Lewis & Roessler, 1984; Roessler & Lewis, 1984) to increase the individual's repertoire of socially effective behaviors.

Negative practice

Using negative practice, S. confronts the individual with the obscenity and then takes him into a private office. S. then tells the individual to repeat the vulgar or obscene statement to "clear his system." S. instructs the worker to increase the variety of obscene statements a number of times. At the end of a 5 minute session, S. tells the worker that the next time he uses obscenities on the job he will have to return to the office. The session is ended with S. instructing the worker to return to the job. To vary the procedure, S. could finish the session by telling the individual that time spent in the office will be recorded and deducted from his pay.

By monitoring the worker's verbal behavior in the future, S. can reinforce decreases in obscenitites and increases in socially appropriate language. As a result, workers will show considerable improvement in their language on the job.

Responds Satisfactorily to Change

Flexibility is an important worker characteristic. It is manifested in such behaviors as responding to new instructions, accepting new assignments, and transferring developed skills to new tasks. Without this ability to adapt to changes in the work setting, the worker may fall behind in work quality or quantity, thus becoming a real liability to the supervisor. This section discusses the following work tasks related to responding satisfactorily to change: attends to instruction, accepts new assignments or instructions without arguments, changes work methods when instructed, transfers previously learned skills to new assignments, and continues to work despite changes in environment.

Attends to Instruction

Often workers do not pay attention to instructions because they are distracted by other thoughts or events. Thus, before giving instructions, S. should make certain that the worker is paying close attention. This is done by telling the person to stop working and to look at the supervisor when she is talking. If the worker acknowledges the instructions (head nods, eye contact, etc.) but persists in carrying out the tasks inaccurately, the following procedures are used (Gagne, 1977):

Instructions in verification that message is understood

Step 1. Clarity. S. gives clear instructions to the employee about a number of tasks that must be completed. Instructions include who, where, when, and what, if relevant.

Step 2. Repetition. S. asks employee to repeat instructions. If any portion of the response is incorrect or incomplete, S. corrects and has the employee repeat the correction verbally.

Step 3. Reinforcement. S. completes this phase "Good, take care of it."

Step 4. Verification. S., or a second employee, checks on the accuracy and completeness of tasks.

Step 5. Reinforcement. For those tasks completed correctly, S. gives the worker verbal reinforcement.

Step 6. Overcorrection restitution. For those tasks not completed, not correct, or not done to necessary standards, S. describes the problem to the worker in a neutral tone of voice, i.e., why the task was incomplete, inaccurate, or of poor quality. S. then has the employee repeat the task with overcorrection, i.e., the task is made more difficult. For example, if the work area was not swept properly, the worker is instructed to resweep and then dust and, possibly mop the work area. S. then gives the worker verbal reinforcement for the job when it is done, and tells the individual that she will repeat the procedure if the job is not done correctly on the next occasion.

Teaching to attend through notes

Step 1. S. asks the worker to carry a small notebook and use it to record instructions including what, when, where, why, and how, if relevant.

Step 2. Whenever S. assigns tasks or responsibilities, S. verifies that the worker writes the assignment in the notebook.

Step 3. After the person records the assignment, S. asks the person to repeat the instructions, referring to the notes if necessary. Corrections are made if the notes are incomplete or incorrect.

Step 4. S. completes this phase with "Good, take care of it."

Step 5. After the individual has repeatedly demonstrated the ability to write down instructions and correctly read them back, S. should ask the person to repeat what she has been told without writing it down (See Step 4 in preceding list dealing with verification). Not carrying out instructions properly is evidence that the worker is returning to the habits of inattention, and the notebook procedure should be reinstated.

Accepts new assignments or instructions without arguments

Workers have learned to argue when given assignments or instructions because their arguments have worked in the past. For example, parents, teachers, or employers have responded to the arguments by giving lengthy reasons or by changing their instructions or assignments. Even though the arguments may work only occasionally, the intermittent reinforcement maintains the tendency of these individuals to argue.

S. must distinguish between arguments and new information. Sometimes employees possess information that will change the nature of the assignment or preclude it all together. For example, S. would not instruct a worker to clean out a storage room if the worker or someone else had already done so. Responses not containing new information, however, may be attempts to protest the assignment or interfere with S.'s task. In those cases the following interventions should be used:

Extinction

Since the worker has a long history of reinforcement for arguing, extinction, ignoring the arguing behavior, is a lengthy and difficult process to use. The difficulty occurs because the technique is effective only if the worker does not get **any** special attention because of her argument. In most cases extinction is not possible on the job because the worker continues to get reinforcement for arguing in other areas of life. Hence, she tends to generalize the arguing behavior into the job situation (See Martin & Pear, 1983, p. 54 for guidelines for the effective application of extinction).

Confrontation

The worker is called into the supervisor's office and told the positive things that she does on the job. S. then points out one area of the person's work behavior that is negative; she argues when given instructions or new assignments. This argumentative behavior is unacceptable on the job. S. should include specific examples of arguments and be prepared for the worker to argue about whether or not she argues. S. should then instruct the person to not argue when given new assignments or instructions. After reiterating that she expects the worker to make the necessary change, S. should give examples of new assignments or instructions that the individual may receive in the future, then ask the employee to role play appropriate behavior when given that assignment. When the individual demonstrates the correct way of accepting instructions, she is given reinforcement for the appropriate behavior and sent back to the job.

Prompting

S. gives the worker new instructions or assignments. When the individual starts to argue, S. states in a very clear tone of voice, "You are arguing, arguing is unacceptable; I will return in a few minutes and give you the instructions again. At that time, I expect you to not argue." S. returns to give the instructions. When the individual does not argue, S. reinforces the individual. S. then says, "Let's make sure that you know the right thing to do in the future. I will come back again and say the same thing; you respond without arguing." Again when the individual does not argue, S. says, "Good, you did not argue. I expect you to not argue in the future."

Negative practice (see Spiegler & Agigian, 1977)

When the individual argues, he is told to go to a certain location in the shop and to write the complaints or arguments on a sheet of paper. His complaints will be read at a later time. This method not only delays any attention given to the argument, but it also makes the individual expend extra effort every time he argues. If individuals are required to write every complaint or argument, they will begin to inhibit that type of response. S. should positively reinforce the person for not arguing.

Changes Work Methods when Instructed

If an individual does not change the way he/she does a job, it is usually for one of two reasons. The worker may not understand the new method or may believe that the new method is too difficult.

Lack of knowledge

If the individual does not understand how to make the change, instructions must be clearly given, and the worker should be allowed to practice the new method slowly with frequent positive reinforcements. Specifically, S. should describe the change in detail to the individual. Next, S. or another employee should show the worker how to make the change. S. should select a good role model such as another employee who is already performing tasks using the different method. Then the individual should practice the new method and be positively reinforced for any portion of the work that is done properly. If the worker still has difficulty performing the task using the new method, a chaining procedure should be considered. Chaining consists of teaching the individual the first part of a new method, then the second part of the new method, and then the third part (See Craighead, Kazdin & Mahoney, 1981, p. 130). The chaining procedure is more completely described in Behavior Modification and Job Retention.

Overcorrection-positive practice: Description and performance

When the worker is observed using the old method rather than the new method, S. interrupts the work and asks the person to describe the new method for completing the task. After the worker has described the method correctly, S. asks her to demonstrate it. After the worker has demonstrated the correct procedure, S. again asks the worker to describe and demonstrate the method. After providing positive reinforcement for use of the correct method, S. then states that two things will happen the next time the worker is seen using the old method to perform the task. First, the worker will be asked to describe the proper way to perform the task and then to practice the new approach several times. This additional effort is usually sufficient to convince the worker that resistance to change results in more work rather than less.

Overcorrection-positive practice: Undoing and redoing

This procedure could be used any time the task can be undone. When the individual knows how to do the task but resists doing it as instructed, the supervisor asks the person to undo what he has done and then redo it using the correct method. After this is completed, S. tells the worker that he will not only undo the task anytime it has

been done incorrectly, but will also redo it using the correct method (Wells, Forehand, Hickey, & Green, 1977).

Any significant improvement shown by the worker in using the new methods should be followed by positive reinforcement. S. should monitor the worker for several days and positively reinforce continued maintenance of the change in task behavior. If not supervised closely and reinforced for appropriate change, the worker may return to old method of doing the job.

Transfers previously learned skills to new assignments

Skill analysis

The easiest way for S. to teach workers to transfer skills is to do a skill analysis of both the old and the new job (Gagne, 1977). A skill analysis requires the creation of a taxonomy of skills for each job. For example, S. might divide a task required on the worker's previous job into five skills. These skills are numbered from 1 to 5 and labeled. S. then analyzes the second job, finds that there are four skills, and numbers and labels those skills. Skills found in both of the jobs receive the same number and the same label. Thus, if the first job (Job 1) has skills labeled a, b, c, d, and e, and the new job (Job 2) has skills labeled b, c, f, g, the worker changing from Job 1 to Job 2 should be able to use skills b and c learned on Job 1 to perform part of Job 2. This means that the worker only needs to learn skills f and g on the new task.

Once the skill analysis is completed, S. has the worker perform the old job while S. labels the skills the worker is performing. Then S. introduces the new job by having the person watch an experienced worker perform the task. S. labels the skills on the new job which are identical to those used on the previous job. S. or the experienced worker teaches the person the additional new skills required. After teaching the worker the new skills, S. tells her to perform the new job in one of two ways. S. might ask the worker to use the first skill required on the new job, a skill which transfers from the old job (skill b, in this case). On the other hand, S. might ask the worker to demonstrate the first new skill needed on Job 2 (skill f, in this case). Then the supervisor asks the worker to carry out the next skill demanded and points out its similarity to one in the previous task if it is one that can be transferred. If the worker has difficulty ordering the old skills and the new skills properly, then a chaining procedure is advised. Chaining is described in Behavior Modification and Job Retention.

Prompting

Prompts can be used to facilitate skill transfer. For example, machinery parts used in one job that require the same skills as those needed in a second job can be color coded. Then the parts of new machinery using those old skills can be similarly color coded. Thus, a skill on the old job such as stapling could be color coded red with the stapling portion on the new job also color coded red. When the worker sees the color signifying stapling, he would perform stapling at the proper time or in the proper sequence. Color or sign prompts allow the individual to learn that old responses can be used on a new task that has different requirements.

Once the individual is using the old and new skills on the new job in the proper sequence, he should receive positive reinforcement frequently at first and then less frequently as familiarity with the job develops. The color codes or sign prompts can be faded out or removed after the individual has correctly carried out the procedure several times (Mosk & Butcher, 1984).

Continues to work despite changes in environment

Some workers stop working whenever anything new happens. When a visitor tours the workplace, or a new worker joins the work force, or modifications are made in nearby machinery, these persons stop their work and watch the activity. Sometimes they will get up, go over to the visitor or new person, and begin asking questions. The two procedures recommended to change these behavioral patterns are prompting with instruction and behavioral inoculation.

Prompting with instructions

Often verbal prompts are sufficient to attain desired changes in target behaviors (Spiegler, 1983, p. 136). Prompting consists of telling the worker that she fails to continue to work when change takes place in the environment. S. should be specific, telling the person about incidents during which the worker failed to continue working. S. then tells the individual to pretend that somebody has entered the workshop and is being taken on a tour. S. asks the worker what should be done. S. answers for the worker and says, "You should continue working." S. then asks the question, "Is this a good thing to do?" Before the worker can answer, S. says, "Yes, this is a good thing to do because then I get my work done." S. should repeat the questions, asking the worker to respond appropriately. When the worker can make the responses, S. reinforces the individual. S. tells her that S. will ask the worker to practice these responses again if she stops working when something happens in the work environment. Prompting with instructions is a variation of self-instruction which is described in more detail in the Behavior Modification and Job Retention section.

Behavior inoculation

Behavior inoculation procedures are used for more difficult cases in which workers have been told repeatedly to continue working when changes take place. Despite these instructions, they continue to be distracted by visitors, new workers, or changes. To implement behavior inoculation, S. presents a graduated set of distractors (ranging from insignificant to significant) and reinforces the worker for continuing to work

while the change is occurring. For example, S. might have another person quietly open and close a door at the end of the room. When the worker continues working because he has not noticed the door open and close, S. tells the worker: "Someone just opened and closed the door; but you continued working. That is very good." Essentially, S. is reinforcing the individual for an appropriate response when the inappropriate responses of looking up and stopping work were highly unlikely.

The next step is to have the door open and close with a loud bang, with S. reinforcing the individual for continuing to work. If the individual did look up and stop working, S. should repeat the slamming of the door, preceded by instructions that the worker is to continue working. When the worker does so, he is reinforced.

Next, a cart, box, or piece of machinery should be moved by someone, with S. again reinforcing the worker for continuing to work. If the person stopped working, the environmental change is repeated with instructions to the worker to continue working. The worker is reinforced when the incident happens and he continues to work. Next, S. could have somebody speak in a loud tone of voice at the other end of the shop, or actually have a stranger enter while S. prompts the worker to continue working and reinforces him for doing so.

Next, they would role play a situation in which S., simulating a new employee, is working next to the person. S. would tell the worker to pretend that S. is a new employee. The worker is to show S. that he can continue working even when there is a new person in the immediate work area. Thus, S. is creating a number of changes in the environment with the worker instructed to continue working as these changes are being made. This inoculation procedure enables the worker to establish a habit of continuing to work when changes take place in the environment. Reinforcement should be continued, then gradually faded out as the worker maintains productivity despite distractions. The behavior change is further facilitated if S. warns the worker prior to major distracting events such as installation of new machinery nearby.

Moves from job to job easily

Sometimes work requires that a person move from job to job during the same day. Having difficulty making the change, some workers may either forget to go to the second job or they may linger over the first job. When they make the change, they may take too long to start working on the new job. Prompting and practice are interventions that are successful in overcoming this problem.

Prompting

A signal system can be used to remind the worker that it is time to stop a job and move on to another (Johnson & Cuvo, 1981). A second signal can be used to prompt the individual to start work on the second job. The signals can be in the form of flashing lights or buzzers that are activated when it is time for the person to move from one job to another. Most, but not all, workers are able to change jobs on schedule if a clock is available. Some, however, are less reliable in watching the clock. Hence, the signal system can be used to teach them to change jobs and to start production. Once the individual is reliably doing this, the signal system can be faded out so that the individual can depend on the clock or on the movement of other employees who must also change jobs at the same time.

Practice

When workers demonstrate difficulty leaving one job and moving on to another at the correct time, they can practice the process of changing jobs. S. explains the procedure and then has the worker role play moving from one job to another and starting work. After the worker has done this successfully, S. asks that the procedure be repeated, and again reinforces the worker for closing one job, moving on to the next job, and starting working. S. should have the individual repeat this practice three or four times. At the end of the session, S. says that the next time the individual shows any difficulty in moving from one job to another, they will again carry out the practice sessions. S. should reinforce the individual in the future whenever the person moves promptly from job to job and starts working.

Being a Productive Worker

The essence of the work role is production. Employees are expected to report to work on time and produce at an acceptable level of quantity and quality. Without these capabilities, the worker is a drain on the employer and, therefore, subject to termination or being laid off. By being a productive worker, the individual can earn more money for herself and, possibly, advance to better paying positions. Work tasks addressed in the section include; arrives at work and returns from breaks on time, begins work without prompting, works steadily during work period, continues work until work period ends, produces sufficient quantity of work, and produces sufficient quality of work.

Arrives at work and returns from breaks on time

Time lost due to arriving late for work is time lost for production. Thus, workers must be punctual in arriving at work and returning from breaks. The most effective procedures for teaching individuals to be on time are modeling (Miller, 1978, p. 125), incentives (Hermann, de Montes, Dominquez, Montes, & Hopkins, 1973), and response cost (Iwata & Bailey, 1974).

Modeling

If workers see their supervisory staff or the experienced workers arriving late, they quickly follow those examples. Thus, the easiest way for new employees to learn to be on time is for their models to be on time. In addition, employers have found it helpful to instruct senior employees to model punctual behavior. For example, at the end of break time, these senior employees say loudly and clearly, "Well, it's time to go back to work; let's go." One construction engineer who supervised six carpenter teams reported that when he instructed his senior carpenters to return from breaks promptly, the other men did so as well.

Incentives

In a study reported by Hermann, et al., (1973), over 750 separate instances of lateness had been reported among 131 workers in one year. Therefore, the plant initiated yearly awards to those workers who had the best punctuality and attendance records. Because this reinforcement was not immediate for the appropriate behavior, the bonuses had little effect on tardiness. A new reinforcement procedure was instituted. Each person was given a slip of paper worth two pesos (16¢) for each day the individual arrived at work on time. At the end of the week, employees could exchange the slips of paper for cash. This procedure resulted in a decrease from 15 to 2 in the number of people arriving late, a considerable savings in lost work hours and productivity.

Another effective procedure is for each person who arrives on time to draw a playing card from a deck. At the first break, each individual who returns from break on time draws a second card. After lunch, those who return on time draw a third card, and following the afternoon break, each individual who is on time draws a fourth playing card. At the end of the day, any worker who has four playing cards draws a fifth card. The person with the best poker hand wins a prize or a slip of paper that can be exchanged for money at the end of the week. To avoid cheating, cards should be recorded as they are drawn. The only way a person could win would be to have all five cards at the end of the day. An individual could win as often as five times a week, depending upon the luck of the draw.

Another incentive plan is to allow those individuals who arrive on time to select the jobs they will do for the day. Thus, individuals who are continuously on time are the ones who get the best work stations.

Response cost

Employees who are consistently late are penalized under a response cost system. For each period of arriving up to 15 minutes late for work or from a break, the individual receives notice that a late mark has been recorded. Four marks cost the worker one hour's pay at the end of the week. Because a late mark penalty is given even if workers are only one or two minutes late, they quickly realize that they are working for free for a short period every day due to accumulated late mark penalties.

Another response cost system is to require tardy individuals to sit out for 15 minutes, an amount of time which is then deducted from the person's pay at the end of the week. Thus, one or two minutes late results in a 15 minute time out in which the individual cannot earn any pay. This method is more effective in changing on-time behavior than is the practice of sending a person home for the day when she is late.

Prompting and instruction

In some cases individuals have not formed the habits at home which will allow them to leave for work on time. In such cases, the rehabilitation counselor would be asked to train the individual to prepare for getting to work on time. Self-instructional training, explained in "Behavior Modification and Job Retention," is a useful strategy for this problem.

Begins work without prompting

Some workers arrive at work and return from breaks on time, but they do not begin working promptly unless they are told to do so. The procedures most effective in teaching an individual to start work immediately are

systematic reinforcement and ignoring, overcorrection-positive practice, and response cost procedures.

Systematic reinforcement and ignoring

When the individual does not start work after arriving at work or returning from break, it may be because the work itself is less reinforcing than the activities he participates in when not at work. If S. identifies what the individual does instead of working, and then removes the reinforcement from that situation, he is more likely to find that the individual will start work earlier (Miller, 1978). For example, the worker may talk to another person who is working at the next station instead of starting to work. S. should instruct the other worker not to talk with the individual who is having a problem unless the individual is working. This is an example of using systematic ignoring by removing the reinforcement.

S. should not give the individual any extra attention when he is away from work but instead should increase positive reinforcement when the person begins working. If sincere appreciation, compliments, or requests for information are provided after the worker has started work, beginning work immediately after arriving at the workplace should increase. It also helps if the worker who is away from the station or who is not working hears S. give sincere compliments to other workers who have started to work on time. This modeling procedure can have an impact on the individual's own work behavior.

Overcorrection-positive practice

This procedure teaches individuals that they will have to practice beginning work on time if observed not doing so. When S. observes the person off task, she instructs the person to practice starting to work on time, e.g., "Pretend that you just checked into work. Show me what you do first." The worker then goes to the work station and starts working; S. reinforces the behavior by saying, "Good, you've started to work immediately." Then S. says, "Let's go over by the door you enter when you first arrive at work" or "Let's go over to the place where you take your breaks." They go to that site, and S. says, "Pretend it is time to start work; show me what you do." The worker then proceeds to the work station and starts working. S. says, "Good. It's important that you start work immediately after arriving at your work station. So you won't forget, let's do it one more time." The worker moves to the other site, and S. says, "Pretend that you have just ended the break; show me what you are going to do." When the worker goes to the job and starts work immediatley, S. reinforces her. Then the supervisor says, "We will practice again the next time I see you not starting your work at the end of your break or after arriving at work. It is very important that you learn to start work immediately when you arrive at your work station." Although overcorrection-positive practice can be repeated as often as necessary, it usually takes only 2 or 3 occasions for a worker to begin to start work on time. At first the worker may like the attention but if S. is consistent the practice becomes aversive.

Response cost

Response cost, a punishment procedure, requires the individual to pay for not starting to work on time (Miller, 1978, p. 198). The punishment can be in the form of loss of break time, lunch time, or money. In the first case, S. approaches the worker and says, "I see that you are taking your break now." The worker is likely to ask what S. means by that; S. replies, "Well, you are not working but it is not break time, so you must be taking your break time now. Because you are taking break time now, I will deduct five minutes from your next break time, or I will deduct 5 minutes from your lunch time. When break time arrives, and the other workers go on break, you can continue working for 5 minutes to make up for the time you were not working. Each time you fail to start work when you get to your work station, we will deduct that time from your break or your lunch time." S. waits until the worker has started to work and then says, "Good," and walks away.

In the case of loss of money, S. tells the worker that he has not started work again upon returning to the work station. Failure to start work on time costs the company money. Therefore, S. will record this incident and deduct 15 minutes of pay from the worker's salary. When four penalties have accumulated because of failures to start work on time, the worker will lose one hour's pay.

In using overcorrection-positive practice and response-cost procedures, S. must reinforce the individual for positive occurences of working. When workers start work immediately after arriving at the work station, they should receive sincere positive reinforcement statement from S. for their appropriate behavior. Punishment procedures will produce resentment unless workers also receive positive reinforcement for acting appropriately.

Works steadily during work period

Individuals who work steadily are valuable employees. They disregard distractions and are more likely to finish their work. In some situations, people may work in spurts with very fast production rates for short periods of time and then long pauses. If that is acceptable because the work quota is met, there is no behavioral problem. If, however, the job requires a steady work rate, the irregular pace is a problem which may be treated by reinforcement and practice or by a feedback procedure.

Reinforcement and practice

Variable ratio and variable interval schedules of reinforcement produce steady rates of behavior in almost any activity (Hill, 1982). Variable ratio reinforcement means that S. would reinforce the worker, first for completing three or four pieces, then six or seven pieces, then two or three, and then nine or ten, etc. Thus, reinforcement is not occurring after every X number of

pieces are finished but after a variable number of pieces is finished. When the work rate is steady, the reinforcement is thinned so that it occurs only after greater quantities are completed.

Variable interval schedules of reinforcement means that reinforcement is given after varying lengths of time at work. At first, the worker is reinforced for working steadily for approximately 3 or 4 minutes, then for working 5 or 7 minutes and then 22 minutes. When the individual shows a steady pace at the short intervals of reinforcement, the length of time demanded before reinforcement occurs is lengthened. The time between reinforcements should not be extended too much or the worker will return to the previous start and stop form. When individuals receive reinforcement at the end of 45 minutes, and then after 2 hours, or 3 hours, or even 5 minutes, they do not know when the reinforcement will occur, but they do associate it with working at a steady rate. These different schedules of reinforcement produce a very steady work pace. To reach the ideal, i.e., enabling individuals to self-pace their work, it is necessary to use the schedules of reinforcement until steady work rates of long duration are demonstrated with little or no reinforcement.

S. should ask persons having difficulty working at a steady rate for longer than 5 or 10 minutes to demonstrate a steady work rate while S. stands beside them. While they are practicing, they should be reinforced by S. for durations of 5 to 10 minutes, then 10 to 15 minutes, and then 15 to 20 minutes. Although this procedure requires the supervisor's time initially, it eventually produces a steady rate of performance. Once the individual shows that he can work steadily in the supervisor's presence, S. should fade out of the situation. S. does this by standing further and further away from the worker but returning to reinforce on occasion. If done slowly, but steadily, fading will produce a steady rate of work without the supervisor being present.

Feedback

Some individuals seem unaware of the fact that they have stopped working. After working for a short period of time, they stop and stare across the room or watch someone else work. Feedback mechanisms such as a signal prompt the individual to continue working (Panyon, Boozer, & Morris, 1970). A flashing light prominently located in the shop can be used to signal that someone is not working. When a worker stops working, S. flips the switch that turns on the flashing light. The light flashes until all individuals return to work. Depending upon shop wiring, the flashing light can be placed at the work station of the individual who tends to stop work. Thus, when that worker stops work, the light located at her work station flashes until the individual resumes work. When this feedback technique is used to produce a steady rate of performance among workers, it must be combined with reinforcement by S., i.e., individuals who are beginning to show a continuous rate of work should receive reinforcement occasionally, preferably on a variable schedule as was described in the previous section.

One vocational education instructor used the radio to signal workers that someone was off task. When everybody was working, the radio played so that all could hear it. When an individual stopped working, the instructor turned the volume down so that no one could hear it. Other workers then turned to the offending worker and prompted him to resume work so that the instructor could turn up the volume of the radio. This procedure resulted in workers continuing at a relatively steady rate of performance during work periods.

Continues work until work period ends

Although they may start work on time and work steadily during the work period, some workers may stop working 5 to 10 minutes prior to a break or to the end of the day. The following procedures teach individuals to continue working until the work period is officially over.

Prompting and reinforcement

S. should tell the individual in very specific terms that she is stopping work too early for breaks, lunch, or the end of the work day. S. should then stress that employees are being paid to work until the work period is over. S. should conclude the session by telling the individual to resume working and that S. will be watching and expecting her to continue to work thoughout the work period. S. should reinforce the individual for continued work a number of times during the day. During the next few days, S. should gradually fade the reinforcement while continuing to monitor the individual. When the person has demonstrated for two weeks the capability to work to the end of the work periods, S. should indicate pleasure with the person's persistence.

Stimulus control

If prompting is not effective, then a more intrusive technique is needed. Stimulus control consists of S. appearing at the person's work station immediately before she usually stops work. S. then says to the individual, "I see that you are working. That is very good." S. remains at the work station until the end of the work period, at which time S. reinforces the individual for continuing to work while S. was there. For the next two days, S. continues to control the individual's behavior at the end of the work periods by standing next to her and reinforcing her for continuing to work. Then S. fades out by standing further away from the individual as the end of the work period nears. S. should occasionally reinforce the individual for continuing to work. Eventually, S. is able to stop at the person's work station for reinforcement purposes only. S. might also recommend that the worker time her work with other workers who work to the end of work periods.

Response cost

When an individual persists in stopping work too early, the punishment technique of response cost can be used (Miller, 1978, p. 1981). S. tells the worker that, since he is quitting work too early, he will have to make up the time at the end of the work day. S. informs the individual that S. will record the amount of time "owed," i.e., the time the individual will have to work at the end of the day.

Another response cost technique involves telling individuals that the amount of time they take off prior to breaks is being recorded to determine how much their paychecks should be reduced. S. tells the individual that this pay deduction will continue until the individual works to the end of all work periods. When individuals show improvement, they should be sincerely reinforced so that they continue to work in a positive rather than punitive atmosphere.

Produces sufficient quantity of work

When workers are not meeting production quotas, the supervisor's first step is to identify potential causes. If due to the person's disability, the problem may be solved by redesigning equipment or the work station. If due to the individual's lack of skill, continued practice with reinforcement may solve the problem. Instruction from S. or from a productive co-worker may be needed. However, when the individual has the opportunity and the ability to perform the task at the required rate but is not doing so, the problem may be motivational. A number of motivational procedures effectively increase production rates, e.g., incentive systems, feedback, and modeling.

Incentives

If the individual receives the same amount of pay as others, but for less work, she has little reason to increase production. The simplest solution is to make pay correlate with productivity (Dick, 1978), i.e., pay the person only for the amount produced.

Token economies can also be used to improve both quantity and quality of work. The individual receives tokens for each X number of products produced. These tokens can be redeemed for rewards such as money, preferred work assignments, movie passes, extra breaks, or even productivity emblems that can be sewn on one's work shirt.

Behavioral contracts can also increase productivity rates. The behavioral contract specifies both the employee's productivity rate and the rewards for attaining that quota (Gupton & LeBow, 1971). Every time the person reaches the performance goal, she earns the reward. The written behavioral contract can be placed at the work station so that the individual is continuously aware that a contract is in effect while she is working.

Modeling

Modeling requires the person to imitate the appropriate work rate of another worker. After informing the individual of an unsatisfactory work rate, S. takes the person to the work station of another worker who performs at an acceptable rate. S. then has the employee watch the individual's movements with particular emphasis on learning how to maintain a faster pace. Then S. places the slower worker at an adjacent work station so that he can attempt to match work rates with that of the model. Faster work rates and improved performance should be reinforced.

A more effective or prestigous worker could be asked to monitor the work pace of the slower worker. First, the model instructs the individual in how to do the job. Then the model reinforces the person for performing at a faster rate, even prompting the person to work faster if necessary. If the model is carefully chosen, a cooperative relationship may develop between the two workers so that they mutually reinforce each other for obtaining faster rates of performance. A more detailed description of effective modeling is provided in Behavior Modification and Job Retention.

Feedback

To use feedback properly, S. must specify subgoals of faster performance and reinforce the worker for attaining those subgoals (Luthans & Kreitner, 1975). Data on the worker's performance should be charted so that the worker can see both his present rate and improvements as they occur. If an individual is working at 50% of the required rate, the first subgoal might be set at 60%; the next subgoal, at 70%; and the next, at 80%.

Feedback as a factor affecting performance rate was especially apparent in a case where a deaf blind worker was performing at approximately 30% of the necessary rate of productivity in a sheltered workshop. The task consisted of filling up cardboard boxes with plastic forks manufactured by other workers.

To establish a feedback system, S. first placed the individual's hands on a filled, closed box. Then S. moved the worker's hand to a tray containing small one-half inch wooden cubes. S. had the worker pick up one cube and place it in a tray on his other side. S. patted the worker on the shoulder and signed into his hand, "That's good". S. then repeated the process; S. had the worker place his hands on another filled box and move it to the compartment containing the filled boxes. Then S. had him move one more cube from one side to the other. The worker continued this process until he associated completing a box with moving a cube. The supervisor then signed into the worker's hand the information that thirty filled boxes signified by 30 cubes on the tray earned a work break. Thus, the worker was giving himself feedback about the number of boxes he was completing, and S. was using the work break as an incentive for the worker to work faster. This procedure resulted in this deaf blind employee raising his productivity rate to over 70% of the required level.

Produces sufficient quality of work

Everyone's work varies in quality. Sometimes an individual's output is perfect, and sometimes it contains deficiencies. Factories typically hire inspectors to monitor work quality. When a particular worker's error rate is higher than that of other workers, a supervisory intervention is necessary.

Prompting and reinforcement

S. shows the worker the products she has completed that are of acceptable quality and reinforces her for them. Then S. shows the worker the products that are unacceptable in quality. S. specifies exactly what the product's imperfections are and what the worker did that resulted in the errors. To identify steps in which the worker is making errors, S. asks the person to demonstrate the creation of the product. As the worker completes each step, S. should reinforce her. S. should end the prompting session by telling the worker that S. will expect a lower rate of errors in the future. When the number of errors decreases, S. should quickly and regularly reinforce the worker for this improvement in quality (Brown, 1981).

Some employees have legitimate complaints that supervisors never tell them about the 88% of their products that are right, but only about the 12% that are wrong. If reinforcement is given more regularly to employees for their achievement rate, they are more likely to produce better quality products.

A large error rate may also be due to working too fast. Instead of attending to the quality of the product, the person attends to the number of products being completed. Observation of the employee will reveal the steps in which carelessness occurs due to too fast a work rate. Prompting individuals to work slower and reinforcing them for the slower rate and the improved quality of the product will often reduce the errors.

Changing the antecedents

Especially effective when the worker has unlimited control of speed of production (Brown, 1981), changing of antecedents consists of rearranging the work flow so that material reaches an individual at a slower rate, e.g., by slowing down an assembly belt. If another worker is feeding material to the employee who is producing poor quality products, the other worker's rate of delivery is slowed.

A signal light on a timer may also direct the worker when to start working on a product. If the signal light is timed to slow production, workers learn the habit of working at slower rates so that their errors decrease. If they hurry through the work, they must wait until the signal light illuminates before they can start on their next product.

Negative contingencies

When prompting or controlling antecedent stimuli are impossible or ineffective, S. may choose to impose penalties, provided that sincere positive reinforcement is given for improvements (McKelvey, Engen, Peck, 1973). Penalties can be in the form of decreased pay for unacceptable products, or individuals can be required to repeat the work until it is performed without error. Thus, a person who cleans a work area inadequately would reclean the untidy areas a number of times. If breakage is the problem, individuals should clean up each object broken before starting on a new item. If paid on a piece rate, the worker loses pay because clean up time decreases the time available to produce work. If the person must complete a certain number of items before taking a break or leaving for lunch or home, the clean up time interferes with the worker's ability to complete the product quota within the necessary time span.

Monitors Own Work and Work Needs

Self-sufficiency as a worker is one of the hallmarks of a good employee. By monitoring their own work output, solving problems as they arise, and asking for help only when it is needed, these individuals enable an entire work team to produce efficiently. Presented in this section are behavior management strategies which encourage workers to display the following work task proficiencies: identifies own mistakes, initiates action to correct mistakes, and seeks help when help is needed.

Identifies own mistakes

Poor work quality often results because the individual does not recognize the errors he makes. In other cases, workers recognize mistakes but simply do nothing about them, a problem dealt with in the next section. When S. decides that the individual's high error rate is due to an inability to identify errors, S. may use one of three interventions; a team meeting to determine how to teach the person to identify and correct mistakes, discrimination training, and positive reinforcement with feedback.

Team meeting

In this procedure, S. brings together all of the employees working on the product in which errors are being made. S. indicates that the errors are costing the company money and causing unnecessary work. S. then asks the employees for ideas about the causes of the errors. S. lists the reasons for the high error rate as they are provided by the employees. After summarizing the causes, S. asks for suggestions as to what each worker does or could do to reduce errors. Employees with lower error rates are often able to verbalize the steps they take to reduce their own error rates. As individuals describe what they do to reduce errors, S. reinforces the responses. S. finishes the session by asking them what they should do when they see they are making an error in performing their work. Again, S. reinforces the responses that are made. Thus, in the team approach, S. is asking workers who have lower error rates to describe their work procedures. In this way, the team meeting teaches more error prone employees to recognize errors and to identify what other workers do to control errors. S. finishes the session by telling all of the employees that they are expected to reduce their errors. S. might add a feedback system for the whole group by posting the number of quality and flawed products produced daily.

Discrimination training

For workers who continue to have a high rate of errors, S. may need to provide training in error detection (Retting, 1975). S. should choose a training time that does not interfere with the flow of work. The employee is asked to examine the work she has produced during the last hour or during the morning. S. then asks the individual to divide the products into two piles, those that do not have errors and those that do. S. then reviews the products that the individual considers error free and identifies any that contain flaws. After pointing out those flaws to the individual, S. explains that the person's manufacturing process caused the flaw. S. then asks the individual to explain the nature and cause of the error in each flawed piece. S. reinforces the person for describing the error and the cause.

S. then mixes the perfect and flawed materials and asks the worker to identify those with errors and those without, reinforcing the individual for correctly identifying irregular pieces. Again, S. asks what in the manufacturing process caused the error. Correct answers are reinforced. Before leaving, S. promises to return later and critique the products. If many pieces have errors, another practice session is scheduled. After several repetitions of this discrimination training, the employee will anticipate and avoid production mistakes.

Having two employees inspect each other's work twice a day is another way to improve error discrimination. S. tells both workers that this is a check on their quality and then reinforces them by occasionally checking their inspection. By teaming one employee who makes many errors with one who makes few, S. provides the error prone worker with a desirable model as well as an incentive to decrease the number of errors.

Feedback and positive reinforcement

To use these two procedures, S. posts at the person's work station the number of flawed items the individual has produced (Komaki, Waddel, & Pearce, 1977). S. then tells the worker that the error rate should be reduced by X amount. On the next day, S. posts the number of irregular items produced and reinforces the individual if there is any improvement. S. continues to post the error rate while, at the same time, reducing the number allowed until it reaches an acceptable rate. Improvements are reinforced. Feedback and reinforcement are proven methods for reducing errors in products.

Initiates action to correct mistakes

Sometimes individuals detect errors but do nothing to correct them. In this case, the person either does not know how to decrease errors or has no concrete incentive to do so. When the person lacks the proper knowledge, the team meeting approach (see "Being a Productive Worker," Section 1) can be used to teach the person how other workers decrease their errors.

S. should ask the employee to repeat aloud what must be done to reduce this error rate The supervisor reinforces the employee's description of the corrective behavior. Should motivation be a problem, S. might institute an incentive plan or a response cost procedure.

Incentive plan

Equipment breakdowns due to careless maintenance cost companies a great deal of money. A simple incentive plan can decrease these unnecessary mechanical failures. For example, workers can be notified that their machines will be inspected on an irregular basis. Equipment in good working order will be tagged. Workers whose machines have received a tag will either earn a small monetary bonus or additional time off. These small incentives are more than compensated for by the decreased costs for machinery repair or replacement.

Workers can also be encouraged to reduce their errors if they receive small bonuses for error rates below X amount. During periodic inspection of products, S. can also reinforce workers by compliments that are heard by other workers as well as by time-off as rewards for producing high quality work.

Response cost

The response cost strategy results in careless workers paying for their mistakes. If no consequences for carelessness have existed in the past, workers have no need to improve the quality of their work. The response cost procedure results in a reduction in wages or an increase in the amount of time a person must work for each flawed product produced. Workers who pay a response cost for their carelessness should also receive reinforcement for their improvements as the consequences begin to take effect. If they are sincerely reinforced for improvement, their motivation to do well changes from negative to positive contingencies. They are then working to earn rewards rather than to avoid punishment.

Seeking help when help is needed

Two types of help-seeking problems commonly occur in the workplace. Some workers do not seek help when it is needed; others seek help almost continuously.

Practice in seeking help

S. must explain to the worker when it is appropriate to seek help. For example, S. shows the worker that a product has not been produced properly or that a work task has not been completed satisfactorily. S. indicates that the worker did not seek help orinformation when it was needed. After commenting on those tasks that the worker is doing well, S. should describe the problem in specific terms, e.g., "When the feeder line put too much material at your station, you did not inform anyone of the problem. Pretend that happens again and show me what you would do." If the person demonstrates no knowledge of the proper procedure, S. should provide instructions such as, "Inform me or the person controlling that machinery." The worker should then walk through the correct procedure. S. reinforces the worker and says that he is expected to seek help the next time that type of problem occurs. S. should then seek opportunities to reinforce the worker when help is sought or to repeat practice sessions if necessary.

In the case of someone not seeking help, such as in lifting something heavy, S. models the process of asking for assistance. If machinery needs attention, S. has the individual describe the signs indicating that the equipment is not working properly, then asks the worker to explain the necessary action. The worker should rehearse the procedure of asking for help. Reinforcement of the rehearsal and of future help seeking is critical.

Systematic reinforcement and ignoring

Some workers seek help excessively. They must be told very specifically that they are asking for unnecessary help and why that help is unnecessary, e.g., the individual has already been told what to do or where to do it or when to do it. While ignoring irrelevant or unncessary questions from the worker, S. reinforces the person for working at her work station. If it is unclear whether the individual is seeking appropriate help, S. should ask the person what she wants. If the request is unncessary, S. says, "You did not need to ask for that; return to your work station." S. then reinforces the individual for working.

Overcorrection-education

To use overcorrection-education (practice), S. gives the person a structured educational experience when she asks for unnecessary help or information. For example, the supervisor has the individual complete a form with numerous questions (Spielger & Agigian, 1977). "What information is being sought? What help is needed? Why does the worker need this information? Where else could the worker obtain the information? What should be done in the future when this type of help or information is needed?" Completing this form for each instance of seeking unnecessary information becomes so aversive that the individual soon discriminates between the types of information that will be given and the types that will not.

Accepts Supervision

In addition to possessing a production orientation, workers must acknowledge the legitimate authority of supervisors to make decisions regarding use of resources, worker assignments, and production procedures. Although they should feel at ease with supervisors, employees must recognize the status and special responsibilities of supervisory staff. Work tasks related to acceptance of supervision discussed in this section include; stays on task with supervisor present, accepts criticism of work, changes work behavior consistent with criticism, avoids interfering with the supervision of others, and reports relevant information to supervisor.

Stays on task with supervisor present

Some persons stop working whenever their supervisor approaches their work station. This paradoxical and unproductive behavior may occur because the individuals are attempting to gain their supervisor's attention or because they are fearful of criticism from the supervisor.

Extinction

Typical attention seeking behaviors include looking up, smiling, speaking, or even standing up and moving from the work station toward S. whenever S. approaches. An extinction procedure requires S. to ignore the person totally. If ignored by S. whenever he stops working and given attention by S. only when he stays on-task, the worker soon associates work with attention (reinforcement). Off-task behavior will extinguish.

If the person persists in asking questions or making remarks that cannot be ignored, S. should say, "This is a work period. See me during the break if you have something to say." S. should then walk away from the person. If the worker appears at the break to make a comment, S. should wait until the break period is almost over, listen to the worker, and then send him back to work on time. This type of worker is also likely to interfere with the supervision of others. If so, the treatment provided in "Accepts Supervision, Interference" with the supervision of others should be used.

Reinforcement and fading

Some workers have a history of receiving so much criticism from authority figures that they either freeze from fear when an authority is near or stop working for fear of making a mistake that would be criticized. When a worker stops work as S. approaches her work area but does not look up as if seeking attention, S. should leave the area as soon as she has accomplished her duty in that area. Later, S. should ask the employee to stay after work for a few minutes. She should first praise the employee's appropriate work habits and then state that she has noted that the employee stops work when S. is nearby. Asking the employee why she stops will be nonproductive because she will only shrug her shoulders and either not answer or say she "doesn't know why." Instead S. should ask the worker to demonstrate how she does her job. If the job requires the presence of other workers (an assembly line), S. should ask the person to simulate the work. S. should frequently and sincerely reinforce her work behavior. She should then tell the worker to continue work when S. approaches in the future and that they will practice tomorrow.

On the next day, S. stands within twenty feet of the worker, with the other employees present. If the worker continues to work, S. moves away and then returns to within fifteen feet. If the worker continues to work but looks up, S. nods her head in a reinforcing manner and moves away. S. continues this procedure until S. is within 10 feet, then 5 feet, and then beside the worker, while the worker continues working. S. reinforces the person and says they will practice again tomorrow. Using the same fading and reinforcement methods, S. repeats the procedure the next day but comes toward the individual from a different direction.

Accepts criticism of work

People with a habit of defending themselves and arguing with others find it difficult to accept criticism of their work. In fact, they may react as if every statement made by S. is a criticism of their work. Such oversensitivity is usually due to a history of parental criticism which they could only escape by arguing and defending themselves. When individuals argue only when their work is criticized, a reinforcement and fading procedure can be effective. When individuals argue regardless of what is said to them, an instruction and practice procedure should be used.

Reinforcement and fading

S. approaches the worker, provides some nonthreatening or positive information, and makes a reinforcing statement such as, "I appreciate the way you listen to the information I give you. It makes my job easier when people listen carefully." S. continues this practice of giving positive or neutral information about the workplace (work hours, work conditions, worker's production rates) and continues to reinforce the individual in a sincere manner for listening carefully to what the supervisor says. If the worker asks questions about what the supervisor has said, S. should answer his questions as completely as possible. When the worker is accustomed to S. approaching and giving positive comments, S. then approaches the worker, says something positive about the person's work, then makes a very short, minor criticism of an aspect of the person's performance. Following this mild criticism, S. should

immediately reinforce the worker for listening.

The next time S. approaches the worker, S. should give neutral or positive information first, then make some necessary critical comments followed quickly by reinforcement to the worker for listening without becoming defensive. On every second or third approach, S. should only present positive or neutral information so that the worker does not associate compliments with criticism. As critical comments are introduced gradually, S. prefaces them with positive or neutral comments and reinforces the worker for listening carefully. If the worker becomes antagonistic, S. has faded in the criticism too fast. In such an event, S. should respond neutrally, being careful not to reinforce any defensiveness on the part of the worker. If done systematically, this procedure can result in the worker accepting criticism appropriately.

Instruction and practice

Instruction and practice can be used with persons who become argumentative about almost anything that the supervisor might say to them. First, S. or the rehabilitation counselor discusses the problem privately with the person. After commending the worker for positive aspects of his work, S. explains that the individual has a habit of not listening to constructive suggestions and of reacting defensively to constructive criticism. If the person argues this point, S. should respond in a neutral fashion, listening to the person until he finishes. S. then repeats the individual's positive work qualities but reemphasizes that this problem of constant arguing is a habit the worker needs to change.

Ignoring any arguments or hostile comments, S. demonstrates an acceptable way for the worker to respond to supervisory correction. Before the demonstration, S. repeats that the person is argumentative and then describes how the worker could respond to criticism. Following this description, and if the argumentative tone has decreased, S. leads a practice session. "Let's pretend that I am criticizing the way you turn your machine on in the morning" (Select an activity that the worker actually does correctly). S. criticizes the worker and then compliments her for paying attention. S. then asks the person to respond to the criticism and reinforces the appropriate response. The worker practices receiving criticism on some other matter with S. reinforcing the individual for responding properly. S. should then choose a third situation that is related directly to the worker's duties, again reinforcing appropriate responses. S. closes by stating that she expects the worker to handle criticism better in the future and that she will appreciate seeing that change. Later the same day, S. should make a neutral comment to the worker and reinforce him for paying attention as described in the previous section. On the next day S. should mildly criticize the worker and then reinforce the individual appropriately. The remainder of the procedure is as described in the previous section.

Changing work behavior consistent with criticism

When workers acknowledge S.'s criticisms but do not change their behavior, S. should use the procedures described in "Responding Satisfactorily to Change". For those who complain and argue while directions are given, S. should use treatments such as the ones described in "Accepting Supervision", e.g., ignoring the complaint and reinforcing the person for not arguing while S. is giving directions. S. should consider a modified point economy and negative practice for individuals who do not argue or complain when given directions but who do so most of the rest of the time (Kazdin, 1975; Spiegler &Agigian, 1977).

Modified point economy

First, the individual is confronted with the fact that she complains excessively. S. then explains that the worker will be placed on a point system, e.g., one point for not complaining during the first two hours of work, another point for not complaining during the last two hours of the morning, a third point for the first two hours after lunch, and a fourth point for the two hours before the end of the day. Points accumulated daily or weekly can be spent on some type of reinforcer. To increase the probability that the point system will work, reinforcement from fellow workers for complaining must be decreased. To motivate other workers to ignore this individual's complaining, S. could allow the person to spend the points earned on group reinforcements such as extra time off from work or changes in the work environment. Although it may seem simpler to start an individual with X number of points and remove a point every time she complains, this negative or response cost system can increase rather than reduce the individual's complaining behavior.

Negative practice

Whenever the worker complains to S. or to other workers, she is told that the complaining is inappropriate. However, at the same time, S. says that the worker should get all of the complaining out of her system, i.e., the person is told to speak the complaint into a tape recorder for five minutes. At the end of the five minutes, she is to return to work. Each time the individual complains, she should speak these complaints into the tape recorder until the tape is filled; then the person must listen to five minutes of the complaints every time she complains. Needless to say, complaining is soon suppressed. As the worker reduces complaining behavior, she should receive reinforcement for longer and longer periods without complaining.

To vary this negative practice procedure, S. could tell the individual to write down the complaints. Written entries should specify what is bothering the person, when it occurs, where it occurs, what should be done about the complaints and what she will do to resolve the problems. Either of these negative practice procedures,

if constantly used, will decrease the frequency of complaining and increase the frequency of appropriate verbal behaviors, especially if the latter are reinforced.

Interference with the supervision of others

A worker can interfere with supervision in several ways. Some individuals attempt to usurp the supervisory role and direct their co-workers' activities, resulting in resentment and, often, production problems. A practice and reinforcement procedure or a self-instructional training approach should be scheduled to deal with this type of problem. Other individuals may interject comments or criticisms into the supervisor's effort to instruct, teach, or correct other workers. A combination of extinction, prompting, and negative practice procedures should be used to decrease this interference with supervision.

Practice with reinforcement

Initially, the individual is confronted with the fact that he has been attempting to direct others. Should the person deny this type of activity, the supervisor should be prepared to provide specific examples. If the denial continues, S. should ignore it and initiate the following instructions: "Pretend that another worker in your area is working in a way that you think is wrong. What would you do?" S. should reinforce such replies as, "I would continue working and not say anything" or "I would report this incident to the supervisor" (S. should determine the appropriateness of reporting the problematic behavior of the other worker). This practice should be repeated; the supervisor should give verbal reinforcement for proper responses. During the next hour or two after this instruction, S. should reinforce the individual for not directing or "bossing" others. Reinforcement of positive practices on the job will suppress "bossiness" and increase appropriate responses.

Self-instruction training

S. or the counselor tells the worker that he has been bossing others and reporting their behavior too frequently. The instructor then asks the worker to listen to the procedure to follow the next time the situation occurs. "First, you should ask yourself, 'What's going on'? Next describe to yourself exactly what is happening and then ask yourself, 'What should I do?' Repeat silently the answer to that question, 'Just continue to work if the person's action won't harm himself/herself, others, or the equipment. Report any dangerous practices to the supervisor.' Ask yourself, 'Is that a good thing to do?' The answer is 'Yes, that is a good thing to do.' Continue working or inform my supervisor if necessary."

After the worker understands the self-instruction procedure, S. practices with the person by repeating the questions and having the worker make the appropriate responses. S. reinforces the desired responses requiring the worker to start over if he gives any wrong answers. Practice continues until the worker provides not only the correct responses but also the appropriate questions. Once the worker has mastered the questions and answers, he should whisper them and then just think through them. The worker must internalize the process, i.e., ask and answer the questions silently. To complete the training, S. reminds the person that future incidents of interference with another's work will result in more self-instructional training. Reinforcement is given for improvements in not interfering with other people's work (Bryant & Budd, 1982).

Extinction, prompting, and overcorrection-education

When S. is correcting or directing another person and an employee interrupts, comments, or complains, S. should first ignore the individual, hoping that the person's inappropriate comments will extinguish. If the individual does not stop, she should be prompted to return to work, and S. should talk to her privately about not interfering in the future. For extinction to be successful, S. must persist in ignoring the worker's comments across a number of days. Improvements on the worker's part should be reinforced.

If the individual persists in interfering, S. should implement an overcorrection-education solution. Following the next interruption, S. should instruct the worker to complete in writing a form that has four questions: "What was occurring when the incident began? What did the other worker do that was inappropriate? What should she have done? What will you do in the future when this occurs?" If required to complete this form for each interference, the person will quickly learn to suppress this irritating behavior.

Reports relevant information to supervisor

Some employees do not inform the supervisor of important information; others constantly provide the supervisor with information. For the former, procedures described in "Monitors Own Work and Work Needs," are helpful. In addition, prompting with positive reinforcement is useful. For employees who give too much information too frequently, extinction and negative practice procedures are effective.

Prompting with positive reinforcement

S. lists the information she desires from the employee, e.g., machine breakdown, defective tools or equipment, insufficient work materials, or specific interpersonal problems such as fighting or pestering. S. stresses to the employee who has not reported these types of information that these concerns are of utmost interest to the supervisor. S. should describe each item on the list concretely, supplementing the explanation with demonstrations whenever necessary. After the worker indicates understanding of the points and of the reporting procedure, S. posts the list for the worker's

future reference. If the list pertains to all workers, it can be presented in a large poster visible to everyone. Worker reports of relevant information should be praised. Systematic reinforcement for reporting relevant information will yield long-term positive results (see Brown, 1981, for a discussion of prompting in the work setting).

Extinction

Extinction combined with positive reinforcement (McKelvey, Engen, & Peck, 1973) is effective with the employee who is constantly reposting unnecessary information. Whenever the person reports irrelevant information, S. should ignore the message and the worker. On the other hand, S. should reinforce reports of relevant information. Consistent application of this procedure will help the individual discriminate between irrelevant and relevant information and to report only that which is relevant. If the employee persists in excessive contacts, S. should say, "That information is irrelevant. Do not leave your work station to tell me that type of thing. Return to work." Such a response will decrease the worker's trips to the supervisor's desk.

Negative practice

Employees who are compelled to report everything may be on a high reinforcement ratio for doing this in other places. To suppress this behavior, S. must implement a strategy that costs the individual more in effort than is received in attention. For example, the employee could write this irrelevant information on a sheet of paper. If the person persists in speaking about it to the supervisor, S. becomes like a broken record, saying, "Go write it down. I don't want to hear it. Go write it down, and bring it to me." If the employee cannot write, he is told to speak for five minutes into a tape recorder.

After the worker completes the form and brings it to the supervisor, S. puts it aside and sends the employee back to work. It is important that the employee not see the supervisor reading the information. If a tape recorder is used, S. follows a similar approach. The form and tape recording soon become aversive, causing the person to suppress the behavior. S. should continue to reinforce appropriate work habits.

Working with Co-workers

For work to proceed smoothly, workers must accept assignments to group tasks and cooperate in completing those tasks. A number of important teamwork behaviors are involved in such activities. In addition, it is important that workers have acceptable social skills so that they can build friendships at work. Important times to use these social skills include work and meal breaks. In this section, several behavior management techniques are described that enhance worker performance in such tasks as works at assigned position in group task; performs equal share of work load; supports and assists other workers when necessary; responds appropriately to co-workers' teasing, harassment, or criticism; and restricts socialization to appropriate times and places.

Works at assigned position in group task

Working with others on the same task or on an assembly line is an important ability. A variety of problems can occur in teamwork situations. Some workers, distracted by what others are doing or saying, stop working; others become anxious when working with co-workers, and some cannot tolerate the complexity involved in producing something jointly. Modeling and fading are two techniques to help people learn how to work with others.

Modeling

To introduce a worker to a serial assembly task, S. could first assign the person to someone who does the job quickly and accurately. The choice of models should follow the modeling rules described in Behavior Modification and Job Retention. The model worker demonstrates how to (a) depend on the previous worker for a certain phase of production, (b) do that part of job required of him/her, and (c) pass the product on to the next person. The new worker should observe the model, assume the model's role, and perform the task. The model should initially guide the individual through the task, reinforcing aspects of the job done properly and correcting those done improperly. Thus, the new worker practices in a group while being helped to complete the task. If S. praises both the model and the new worker, they will both associate working with the group with positive reinforcement.

Fading

Some may find sharing an assembly task a frightening or threatening prospect. For those individuals, working alone at first with another worker gradually faded in is a preferred approach. Thus, S. teaches the person to work with one other worker in a task that requires both of them to assemble different parts. When the worker is doing that task acceptably, a third individual might be introduced. S. continues to fade in more and more employees until the person is working with the team required for the assembly task. If the job is not a serial task but does require a number of workers at a station, S. can again use fading. First, the person works alone, then with one, two, etc. Productive teamwork behavior can be supported by positive reinforcement from S. which gradually yields to social support provided by others working alongside the worker.

Performs equal share of work load

Although they may work well alone, some people allow others to do more than their share in teamwork situations. Unequal work loads result in dissatisfaction and anger in other workers. To remedy this problem, behavioral procedures such as modeling and reinforcement or confrontation and isolation may be needed.

Modeling and reinforcement

When the supervisor observes the slower paced individual working with others, he approaches one of the workers and reinforces that person for doing his share of the work. The slower worker should be able to hear S.'s reinforcement. As soon as the person picks up his work pace or increases his share of the load, even though not to the level of the other workers, S. should quickly praise the individual for working harder. Learning that one receives reinforcement only for doing a fair share of work will result in the person performing at a more acceptable level. The other workers also reinforce the person when he does an equal share of work.

Confrontation and work isolation

S. confronts the worker with the fact that he is not doing a proper amount of work. Ignoring any protests, S. tells the employee to increase his work pace and production when working with the group. The rational for doing one's share is that others will respond more favorably to the employee.

If the individual increases his share of the load, he and the others should receive reinforcement. If, on the other hand, this confrontation does not produce change, the worker should be reassigned to a separate work station to work alone. S. should explain that the reason the person is being reassigned is because he did not share the group work load fairly. Hence, the employee must work in isolation for a period of time. When the individual does so acceptably, he would return to the group with the understanding that failure to share the load will result in reassignment. Any improvement should be immediately followed by reinforcement.

In a variation of the work isolation technique, S. would assign the individual, after the isolation, to work with just one other person. The other worker would be trained to

prompt the individual regarding proper production pace and rate when working with others. As soon as the person carries an equal share of the work load with one other worker, with reinforcement from S., the individual should be placed in a group of three or more and praised for working hard.

Supports and assists other workers when necessary

When a worker must assist others on demand, e.g., help lift heavy objects or assist in certain tasks, the individual must be willing to shift duties momentarily or indicate willingness to do so as soon as possible. The first intervention for employees who refuse to help others upon demand is prompting with reinforcement If prompting is unsuccessful, overcorrection-positive practice should be implemented.

Prompting with reinforcement

S. should explain that assisting others when they need it is part of every worker's responsibility. Therefore, S. expects the worker to give help when required. Examples of such assistance should be reinforced. (See Miller, 1978, p. 119).

Overcorrection-positive practice

If prompting is ineffective. S. should initiate an overcorrection-positive practice procedure. The individual is told privately that she has not assisted others when they needed it. As a result, she will be required to practice giving assistance. Returning to the work station with the individual, S. describes the proper response when another worker requests assistance. The worker is to stop work, turn off all machinery, and provide assistance. S. requires the individual to demonstrate how to stop working when asked for help. When the worker does this, S. reinforces her. S. then has another individual call for assistance. S. prompts the individual to stop working and to help. When the individual does so, she is praised by the supervisor. This procedure continues for approximately five minutes involving several other members of the work force. Every instance of proper helping behavior is reinforced. To close the session, S. tells the individual that failures to give support when necessary will result in another practice session. The supervisor should then reinforce the person for future efforts to assist others without prompting. Repeated overcorrection contingent upon refusal to help will increase proper support behavior on the job.

Responding appropriately to co-worker's teasing, harassment, or criticism

"Accepting the work role" described procedures for teaching individuals to control their tempers. These procedures would also be appropriate for helping individuals respond to harassment or teasing. For example, the worker could first learn how to ignore other's comments. Through self-instructional training, the person could then control inappropriate responses the these provocative behaviors.

Broad-based social skills training may also be in order. This type of training can be secured through the local rehabilitation counselor or mental health center. A more detailed description of social skill training can be found in the work of Curran and Monti (1982), Goldstein (1981), Kelly (1982), and Roessler (1983).

Restricts socialization to appropriate times and places

Some employees waste their time and others' by socializing at inappropriate times or in inappropriate ways. In either case, this type of social interaction at work disrupts other more important activity. Effective treatments for this problem are prompting, negative practice, and response cost.

Prompting

The supervisor confronts the individual with the fact that he is socializing in some inappropriate manner at the wrong time and place. Because that behavior interferes with work, S. wants the worker to stop it immediately. Two contingencies may be applied in the individual does not stop the problematic behavior, e.g., negative practice or response cost.

Negative practice

In negative practice, the individual repeats the inappropriate behavior for 5 minutes every time it is demonstrated. In an actual case, a male worker left his work station, went to his girlfriend's work station, and proceeded to rub his body against her's. S. stopped the behavior, took the man over to the side of the room, and explained in a neutral tone of voice that such activity was unacceptable at work. S. then pointed to a bag of rags and told the worker to rub against it for 5 minutes. After five minutes, the worker was told to stop. S. stressed that any further incident would result in more practice with the rag bag. Two applications of this procedure produced complete suppression of the inappropriate socialization behavior.

Similarly, if an individual was telling jokes or in some way disrupting another worker's production, the individual would be called aside and asked to speak the jokes into a tape recorder for 5 minutes. This process would be repeated as necessary. When the tape was filled, the person would listen to her own jokes for 5 minutes as another form of negative practice. In using negative practice, S. should use a neutral tone of voice to direct the person back to her work station and to reinterate the further practice will follow any demonstration of the inappropriate behavior. When the individual shows significant improvement in suppressing such behavior, she should be praised by the supervisor.

Response cost

Because the individual's behavior is inappropriate and

disruptive, S. indicates that she will record the occurences and time lost when the individual is socializing during working hours. The number of minutes or marks accumulated will result in deductions from the person's pay. Therefore, the person loses money every time she uses work time to socialize inappropriately. A response cost procedure more quickly results in inhibition of inappropriate behavior if, at the end of each day, the supervisor tells the person the amount of time lost and, therefore, money deducted. Of course, positive reinforcement should be given when the worker shows significant improvements (see Miller, 1978, pp. 198-199).

WORK PERSONALITY PROFILE

Please describe the client's observed work performance using the five options listed below to complete the 58 behavioral items.

(4) a definite strength, an employability asset
(3) adequate performance, not a particular strength
(2) performance inconsistent, potentially an employability problem
(1) a problem area, will definitely limit the person's chances for employment
(X) No opportunity to observe the behavior

1) _____ Sufficiently alert and aware
2) _____ Learns new assignments quickly
3) _____ Works steadily during entire work period
4) _____ Accepts changes in work assignments
5) _____ Needs virtually no direct supervision
6) _____ Requests help in an appropriate fashion
7) _____ Approaches supervisory personnel with confidence
8) _____ Is appropriately friendly with supervisor
9) _____ Shows pride in group effort
10) _____ Shows interest in what others are doing
11) _____ Expresses likes and dislikes appropriately
12) _____ Initiates work-related activities on time
13) _____ Accepts work assignments with instructions from supervisor without arguing
14) _____ Improves performance when shown how
15) _____ Works at routine jobs without resistance
16) _____ Expresses willingness to try new assignments
17) _____ Carries out assigned tasks without prompting
18) _____ Asks for further instructions if task is not clear
19) _____ Accepts correction without becoming upset
20) _____ Discusses personal problems with supervisor only if work-related
21) _____ Accepts assignment to group tasks
22) _____ Seeks out co-workers to be friends
23) _____ Responds when others initiate conversation
24) _____ Conforms to rules and regulations
25) _____ Maintains satisfactory personal hygiene habits
26) _____ Changes work methods when instructed to do so
27) _____ Pays attention to details while working
28) _____ Maintains productivity despite change in routine
29) _____ Recognizes own mistakes
30) _____ Asks for help when having difficulty with tasks
31) _____ Comfortable with supervisor
32) _____ Gets along with staff
33) _____ Works comfortably in group tasks
34) _____ Appears comfortable in social interactions

35) _____ Initiates conversations with others
36) _____ Displays good judgement in use of obscenities and vulgarities
37) _____ Arrives appropriately dressed for work
38) _____ Maintains improved work procedures after correction
39) _____ Maintains work pace even if distraction occur
40) _____ Performs satisfactorily in tasks that require variety and change
41) _____ Initiates action to correct own mistakes
42) _____ Performance remains stable in supervisor's presence
43) _____ Supportive of others in group tasks
44) _____ Joins social groups when they are available
45) _____ Listens while other person speaks, avoids interrupting
46) _____ Expresses pleasure in accomplishment
47) _____ Listens to instructions or corrections attentively
48) _____ Moves from job to job easily
49) _____ Needs less than average amount of supervision
50) _____ Offers assistance to co-workers when appropriate
51) _____ Is sought out frequently by co-workers
52) _____ Expresses positive feelings, e.g., praise, liking for others
53) _____ Displays good judgement in playing practical jokes or "horsing around"
54) _____ Transfers previously learned skills to new task
55) _____ Handles problems with only occasional help
56) _____ Assumes assigned role in group tasks
57) _____ Expresses negative feelings appropriately, e.g., anger, fear, sadness
58) _____ Controls temper

Name of client _____

Name of rater _____

Date _____

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Richard J. Baker Memorial Monograph Series

Just weeks before his death, at the Executive Board meeting of VEWAA in Boston, Massachusetts, Dr. Baker presented a manuscript, and proposed that VEWAA publish it in monograph form to disseminate to the membership as a service of the organization to the membership. Dr. Baker believed that VEWAA should provide useful information and other professional developmental activities to the membership. It was a result of his proposal that the initial decision was made for VEWAA to provide this service to the membership.

Dr. Richard Baker served VEWAA in a number of capacities during his twenty-five year career in rehabilitation. In addition to serving as president, he was editor of the *Vocational Evaluation and Work Adjustment Bulletin* from 1980-1983, and he had served on numerous committees at the national level. Dr. Baker was recognized for his many achievements and contributions to VEWAA by being the recipient of the Paul R. Hoffman Award from VEWAA in 1982. The Paul R. Hoffman Award is the highest award bestowed upon individuals by VEWAA. It is an understatement to say that Dick Baker has had tremendous positive influence on the evolution of VEWAA and the professions of vocational evaluation and work adjustment. It is but a mere token of our appreciation for Dr. Richard J. Baker that this monograph series is named for him and dedicated to the memory of his services to people with disabilities, and to him as our beloved friend.

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The Vocational Evaluation and Work Adjustment Association has established the Richard J. Baker Memorial Monograph Series to provide timely information to practitioners in the fields of vocational evaluation and work adjustment on topics relevant to the provision of services in these respective areas. The Vocational Evaluation and Work Adjustment Association dedicated the monograph series as a living memorial to Dr. Richard J. Baker.

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